

Earth and Space Sciences	Life Sciences	Physical Sciences	Science and Technology	Scientific Inquiry	Scientific Ways of Knowing
Earth Systems	Characteristics and Structure of Life	Nature of Matter	Understanding Technology	Doing Scientific Inquiry	Nature of Science
1.1 Identify that resources are things that we get from the living (e.g., forests) and nonliving (e.g., minerals, water) environment and that resources are necessary to meet the needs and wants of a population.	1.1 Explore that organisms, including people, have basic needs which include air, water, food, living space and shelter.	1.1 Classify objects according to the materials they are made of and their physical properties.	1.1 Explore that some kinds of materials are better suited than others for making something new (e.g., the building materials used in the <i>Three Little Pigs</i>).	1.1 Ask "what happens when" questions.	1.1 Discover that when a science investigation is done the same way multiple times, one can expect to get very similar results each time it is performed.
1.2 Explain that the supply of many resources is limited but the supply can be extended through careful use, decreased use, reusing and/or recycling.	1.2 Explain that food comes from sources other than grocery stores (e.g., farm crops, farm animals, oceans, lakes and forests).	1.2 Investigate that water can change from liquid to solid or solid to liquid.	1.2 Explain that when trying to build something or get something to work better, it helps to follow directions and ask someone who has done it before.	1.2 Explore and pursue student-generated "what happens when" questions.	1.2 Demonstrate good explanations based on evidence from investigations and observations.
Processes That Shape Earth	1.3 Explore that humans and other animals have body parts that help to seek, find and take in food when they are hungry (e.g., sharp teeth, flat teeth, good nose and sharp vision).	1.3 Explore and observe that things can be done to materials to change their properties (e.g., heating, freezing, mixing, cutting, wetting, dissolving, bending and exposing to light).	1.3 Identify some materials that can be saved for community recycling projects (e.g., newspapers, glass and aluminum).	1.3 Use appropriate safety procedures when completing scientific investigations.	
	1.4 Investigate that animals eat plants and/or other animals for food and may also use plants or other animals for shelter and nesting.	1.4 Explore changes that greatly change the properties of an object (e.g., burning paper) and changes that leave the properties largely unchanged (e.g., tearing paper).	1.4 Explore ways people use energy to cook their food and warm their homes (e.g., wood, coal, natural gas and electricity).	1.4 Work in a small group to complete an investigation and then share findings with others.	Science and Society
1.3 Explain that all organisms cause changes in the environment where they live; the changes can be very noticeable or slightly noticeable, fast or slow (e.g., spread of grass cover slowing soil erosion, tree roots slowly breaking sidewalks.)	Diversity and Interdependence of Life	1.5 Explore the effects some objects have on others even when the two objects might not touch (e.g., magnets).	1.5 Identify how people can save energy by turning things off when they are not using them (e.g., lights and motors).	1.5 Create individual conclusions about group findings.	1.3 Explain that everybody can do science, invent things and have scientific ideas no matter where they live.
	1.4 Investigate that animals eat plants and/or other animals for food and may also use plants or other animals for shelter and nesting.	Forces and Motion	Abilities To Do Technological Design	1.6 Use appropriate tools and simple equipment/instruments to safely gather scientific data (e.g., magnifiers, timers and simple balances and other appropriate tools).	
	1.5 Recognize that seasonal changes can influence the health, survival or activities of organisms.	1.6 Investigate a variety of ways to make things move and what causes them to change speed, direction and/or stop.	1.6 Investigate that tools are used to help make things and some things cannot be made without tools.	1.7 Make estimates to compare familiar lengths, weights and time intervals.	
		Nature of Energy	1.7 Explore that several steps are usually needed to make things (e.g., building with blocks).	1.8 Use oral, written and pictorial representation to communicate work.	
		1.7 Explore how energy makes things work (e.g., batteries in a toy and electricity turning fan blades).	1.8 Investigate that when parts are put together they can do things that they could not do by themselves (e.g., blocks, gears and wheels).	1.9 Describe things as accurately as possible and compare with the observations of others.	
		1.8 Recognize that the sun is an energy source that warms the land, air and water.			
		1.9 Describe that energy can be obtained from many sources in many ways (e.g., food, gasoline, electricity or batteries).			