

<p><u>Science</u></p>	
<p>Properties and Principles of Matter and Energy</p>	
	<p>Earth's Land and Water The students will understand that :</p> <ul style="list-style-type: none"> ▪ Several kinds of soil compose the different layers of the earth's surface ▪ Soil contains rocks, water, once-living things, and living organisms ▪ When water is added to soil, some of the water will be absorbed by the soil ▪ Rocks can be grouped according to color, shape, and texture ▪ Rocks have varying degrees of hardness ▪ Rocks vary in size from grains of sand to boulders ▪ Water flows downhill in streams or rivers ▪ A small amount of water may accumulate to form a puddle ▪ A large amount of water may accumulate to form a lake ▪ Food scraps change form in soil over time and can be recycled as compost for a vegetable garden
<p>Properties and Principles of Force and Motion</p>	
	<p>The students will understand that -</p> <ul style="list-style-type: none"> ▪ Materials can be classified as to whether or not magnets attract them ▪ Magnetic force can pass through air an certain materials, making it possible to move object without touching them ▪ The strength of the magnet being used and the thickness of the material will affect the magnetic force on an object ▪ Magnets have different amounts of strength; ▪ The size of a magnet is not always an indication of its strength ▪ Magnetic force is greatest at the ends (poles) of a magnet

	<ul style="list-style-type: none"> ▪ The poles of two magnets always act in the same way when they are brought near each other ▪ Two like poles repel each other, and two unlike poles attract each other ▪ The space around which the force of a magnet acts or is felt is called the magnetic field; ▪ Evidence of this magnetic field can be observed by using iron filings ▪ A temporary magnet can be made by stroking an object with a magnet to line up the magnetic domains within the magnetic materials comprising the object ▪ When floating in water, a bar magnet acts like a compass by turning until its north-seeking pole points to the Earth's North Pole
<p>Characteristics and Interactions of Living Organisms</p>	
	<p>The students will understand that:</p> <ul style="list-style-type: none"> ▪ God, our creator, made man in His own image ▪ A wide variety of plants and animals can be found living almost everywhere on the earth ▪ Some plants are similar to one another in the way they look and in the things they do ▪ The characteristics of plants vary from one kind of plant to another and among plants of the same kind ▪ Some animals are similar to one another in appearance and in the things they do; ▪ All animals have the ability to move from place to place ▪ Animal movement frequently varies from one kind of animal to another and includes walking, running, crawling, hopping, flying, and swimming; ▪ All animals have body coverings, which vary with the kinds of animals; ▪ Animal homes vary, but all the homes provide shelter and limited safety for the animals; ▪ All animals must eat in order to survive ▪ Different kinds of animals have different mouth parts to help them eat their own kinds

	<p>of food</p> <ul style="list-style-type: none"> ▪ Animals can be grouped or classified according to their characteristics
<p>Processes and Interactions of the Earth's Systems (Geosphere, Atmosphere and Hydrosphere)</p>	
	<p>Weather and Seasons</p> <p>The students will understand that:</p> <ul style="list-style-type: none"> ▪ Weather conditions change daily; ▪ Sunlight warms the earth's surface, which in turn warms the air above it; ▪ The more sunlight received, the warmer that surfaces and air become; ▪ Some materials absorb more of the sun's heat than do other materials; ▪ Wind, or moving air, can blow fast or slow; ▪ Water in and from the air can exist as water vapor (an invisible gaseous state of water), as a liquid (clouds, fog, rain, dew), and as a solid (snow, hail, sleet, frost); ▪ There are four seasons-spring, summer, autumn, winter, and the weather varies with each season; ▪ The weather conditions change with the seasons, and people adjust their activities and their clothing to meet the changes; ▪ Animals change in a variety of ways in response to seasonal weather conditions; ▪ Weather conditions, such as temperature, affect the growth of plants.
<p>Scientific Inquiry</p>	
	<p>Students will learn to:</p> <ul style="list-style-type: none"> ▪ Follow the steps of the scientific method: <ul style="list-style-type: none"> ○ Observe ○ Hypothesize ○ Research ○ Experiment ○ Analyze ○ Conclude

First Grade

	<ul style="list-style-type: none">▪ Work cooperatively with peers to perform a science experiment▪ Take care of and use science tools carefully▪ Follow oral and/or written directions and steps in a sequential order▪ Keep a science log
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