

Michigan District Lutheran School Curriculum *SCOPE & SEQUENCE*

Grade Level: 1	Curricular Area: Science			
Unit 1: Science Processes <ul style="list-style-type: none"> • Inquiry, Reflection, and Social Implications 	Unit 2: Physical Science <ul style="list-style-type: none"> • Properties of Matter 	Unit 3: Life Science <ul style="list-style-type: none"> • Heredity 	Unit 4: Earth <ul style="list-style-type: none"> • Solid Earth • Fluid Earth 	Unit 5: Health <ul style="list-style-type: none"> • Five Senses • Parts of the Body • Healthy Habits • Sex. Ed.



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Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Science (1st grade)

Unit 1: Science Processes

Outcome 1A: (C) I.1 All students will ask questions that help them learn about the world. All students will design and conduct investigations using appropriate methodology and technology. All students will learn from books and other sources of information. All students will communicate findings of investigations using appropriate technology.

II.1 All students will analyze claims for their scientific merit and explain how scientists decide what constitutes scientific knowledge; how science is related to other ways of knowing.

Grade Level Content Expectations (GLECs)	Content Statement	Teaching the Faith
<p>S.IR.00.01 Make purposeful observation of the natural world using the five senses.</p> <p>S.IR.00.02 Generate questions based on observations.</p> <p>S.IR.00.03 Plan and conduct simple investigations.</p> <p>S.IR.00.04 Manipulate simple tools that aid observation and data collection.</p> <p>S.IR.00.05 Make accurate measurements with appropriate units for the measurement tool.</p> <p>S.IR.00.06 Construct simple charts and graphs from data and observations.</p> <p>S.IR.00.07 Communicate and present findings of observations.</p> <p>S.IR.00.08 Develop research strategies and skills for information gathering and problem solving.</p>	<p>S.IR.01.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation. Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.</p>	



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Outcome 1B: (C) I.1 All students will ask questions that help them learn about the world. All students will design and conduct investigations using appropriate methodology and technology. All students will learn from books and other sources of information. All students will communicate findings of investigations using appropriate technology.

II.1 All students will analyze claims for their scientific merit and explain how scientists decide what constitutes scientific knowledge; how science is related to other ways of knowing; how science and technology affect our society; and how people of diverse cultures have contributed to and influenced developments in science.

Grade Level Content Expectations (GLECs)	Content Statement	Teaching the Faith
<p>S.IR.00.09 Recognize that science investigations generally work the same way in different places.</p> <p>S.IR.00.10 Recognize that when science investigations are done the same way, very similar results are expected.</p> <p>S.IR.00.11 Demonstrate scientific concepts through various illustrations, performances, models, exhibits and activities.</p>	<p>S.IR.01.2 Reflecting knowledge is the application of scientific knowledge to new and different situations. Reflecting knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history.</p>	



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

Unit 1: Science Processes Teacher Name: _____ Grade Level: 1	Curricular Area: Science School Year:				
Standards Benchmark or <i>GLCE</i> (Italicized indicates the one used)	Dates Taught (month/day/initials):				
S.IR.00.01 Make purposeful observation of the natural world using the five senses.					
S.IR.00.02 Generate questions based on observations.					
S.IR.00.03 Plan and conduct simple investigations.					
S.IR.00.04 Manipulate simple tools that aid observation and data collection.					
S.IR.00.05 Make accurate measurements with appropriate units for the measurement tool.					
S.IR.00.06 Construct simple charts and graphs from data and observations.					
S.IR.00.07 Communicate and present findings of observations.					
S.IR.00.08 Develop research strategies and skills for information gathering and problem solving.					
S.IR.00.09 Recognize that science investigations generally work the same way in different places.					
S.IR.00.10 Recognize that when science investigations are done the same way, very similar results are expected.					
S.IR.00.11 Demonstrate scientific concepts through various illustrations, performances, models, exhibits and activities.					



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Unit 2: Physical Science

Outcome 2A:

IV. 1 All students will measure and describe the things around us; explain what the world around us is made of; identify and describe forms of energy; and explain how electricity and magnetism interact with matter. Matter and energy are the fundamental entities of the physical universe.

Grade Level Content Expectations (GLECs)	Content Statement	Teaching the Faith
P.PM.01.12 Demonstrate the ability to sort objects according to observable attributes such as color, shape, size, sinking or floating.	P.PM.01.1 All objects and substances have physical properties.	
P.PM.01.13 Use appropriate tools (rulers, balances and thermometers) to measure observable attributes.		



Outcome 2B:

IV. 1 All students will measure and describe the things around us; explain what the world around us is made of; identify and describe forms of energy; and explain how electricity and magnetism interact with matter. Matter and energy are the fundamental entities of the physical universe.

IV.3 All students will describe how things around us move and explain why things move as they do; demonstrate and explain how we control the motions of objects; and relate motion to energy and energy conversions. Motion of objects is accounted for by gravitational, electromagnetic, and nuclear forces.

Grade Level Content Expectations (GLECs)	Content Statement	Teaching the Faith
P.PM.01.14 Observe water as a solid that keeps its own shape (ice). P.PM.01.15 Observe water as a liquid that takes on the shape of various containers.	P.PM.01.3 Matter exists in several different states: solids, liquids and gases. Each state of matter has unique physical properties. Gases are easily compressed but liquids and solids do not compress easily. Solids have their own particular shapes, but liquids and gases take the shape of the container.	<ul style="list-style-type: none">• Baby Moses floats on the Nile in a basket• Dead Sea salt content is so high there is more buoyancy.



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Unit 2: Physical Science Teacher Name: _____ Grade Level: 1	Curricular Area: Science School Year:				
Standards Benchmark or <i>GLCE</i> (Italicized indicated the one used)	Dates Taught (month/day/initials):				
P.PM.01.12 Demonstrate the ability to sort objects according to observable attributes such as color, shape, size, sinking or floating.					
P.PM.01.13 Use appropriate tools (rulers, balances and thermometers) to measure observable attributes.					
P.PM.01.14 Observe water as a solid that keeps its own shape (ice).					
P.PM.01.15 Observe water as a liquid that takes on the shape of various containers.					



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Unit 3: Life Science

Outcome 3A:

III.2 All students will use classification systems to describe groups of living things; compare and contrast differences in the life cycles of living things; investigate and explain how living things obtain and use energy; and analyze how parts of living things are adapted to carry out specific functions.

Organization of living things occurs both across species (as in taxonomic organizations) and within organisms (their structures and processes).

III.3 All students will investigate and explain how characteristics of living things are passed on through generations; explain why organisms within a species are different from one another; and explain how new traits can be established by changing or manipulating genes. Heredity is the means by which traits are transmitted from one generation to the next.

Grade Level Content Expectations (GLECs)	Content Statement	Teaching the Faith
<p>L.HE.01.16 Identify characteristics (including body coverings, ways to get air, leaf shape, flower type, and others) that are passed on from parents to young.</p> <p>L.HE.01.17 Recognize offspring using parents' observable characteristics as evidence (such as dogs/puppies, cats/kittens, maple trees/saplings, beans, seedlings).</p>	<p>L.HE.01.1 Plants and animals share many, but not all, characteristics of their parents.</p>	<ul style="list-style-type: none"> • Remind children of creation day 2(water), day 3 (land and vegetation) and day 5 (animals that live in the water or air) • God provides for all living creatures. • Draw a picture of you taking care of your pet. • Realize how God made each group of vertebrae different specializing it for it's environment • Story of Noah's ark • God gives us families to love and care for us. • Draw a picture of a human or animal family. • Witness the miracle of a butterfly's metamorphosis. • Sing "The Butterfly Song"



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		<ul style="list-style-type: none"> • Release butterflies into flower garden to observe them in their God given habitat. • God created everything plants need to survive. • Lead the children to grow in awe and wonder of God's creation. • Grow flowers from seed to view God's creation and the miracle of life. • Give flowers to someone as a way to show God's love. • Spread God's word with a Bible verse written on the shape of a flower or seed • Parable of the mustard seed
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Unit 3: Life Science Teacher Name: _____ Grade Level: 1	Curricular Area: Science School Year:				
Standards Benchmark or GLCE (Italicized indicated the one used)	Dates Taught (month/day/initials):				
<i>L.HE.01.16</i> Identify characteristics (including body coverings, ways to get air, leaf shape, flower type, and others) that are passed on from parents to young.					
<i>L.HE.01.17</i> Recognize offspring using parents' observable characteristics as evidence (such as dogs/puppies, cats/kittens, maple trees/saplings, beans, seedlings).					



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Unit 4: Earth Science

Outcome 4A:

V.1 All students will describe the earth's surface; describe and explain how the earth's features change over time; and analyze effects of technology on the earth's surface and resources. The geosphere includes earth's surface and geological processes.

Grade Level Content Expectations (GLECs)	Content Statement	Teaching the Faith
E.SE.01.18 Describe the major landforms of the earth's surface (mountains, plains, valleys, deserts, hills).	E.SE.01.1 The surface of Earth changes. Some changes are due to slow processes, such as erosion and weathering, and some changes are due to rapid processes, such as land slides, volcanic eruptions, and earthquakes.	<ul style="list-style-type: none">• Remind children of creation day 2(water), day 3 (land and vegetation) and day 5 (animals that live in the water or air)



Outcome 4B:

V.2 All students will demonstrate where water is found on earth; describe the characteristics of water and how water moves; and analyze the interaction of human activities with the hydrosphere. The Hydrosphere includes all forms of water. Of particular interest in Michigan is the water environment in the Great Lakes region.

Grade Level Content Expectations (GLECs)	Content Statement	Teaching the Faith
E.FE.01.19 Identify water sources (wells, springs, lakes, rivers, oceans). E.FE.01.20 Identify household uses of water (drinking, cleaning, food preparation).	E.FE.01.1 Water is a natural resource and is found under the ground, on the surface of the earth, and in the sky.	<ul style="list-style-type: none">• Remind children of creation day 2(water), day 3 (land and vegetation) and day 5 (animals that live in the water or air)• God tells Adam and Eve to care for the Earth.• 10 Plagues of Egypt - water turned to blood.• Moses parts the Red Sea.• Moses gets water from a rock.• Jesus is the "living water" - woman at the well• Creation - Day 3 water



Outcome 4C:

V. 2 All students will demonstrate where water is found on earth; describe the characteristics of water and how water moves; and analyze the interaction of human activities with the hydrosphere. The Hydrosphere includes all forms of water. Of particular interest in Michigan is the water environment in the Great Lakes region.

Grade Level Content Expectations (GLECs)	Content Statement	Teaching the Faith
E.FE.01.21 Describe how rain collects on the earth's surface, flows downhill into bodies of water (streams, rivers, lakes, oceans), or into the ground.	E.FE.04.2 Water moves in predictable patterns.	<ul style="list-style-type: none">• Joshua leading children into Promise Land, priests build rock monument• God creates man from the dust of the ground.• God creates land on 2nd day of creation.• Remind children of creation day 2(water), day 3 (land and vegetation) and day 5 (animals that live in the water or air)



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

Unit 4: Earth Science Teacher Name: _____ Grade Level: 1	Curricular Area: Science School Year:				
Standards Benchmark or <i>GLCE</i> (Italicized indicated the one used)	Dates Taught (month/day/initials):				
E.SE.01.18 Describe the major landforms of the earth’s surface (mountains, plains, valleys, deserts, hills).					
E.FE.01.19 Identify water sources (wells, springs, lakes, rivers, oceans).					
E.FE.01.20 Identify household uses of water (drinking, cleaning, food preparation).					
E.FE.01.21 Describe how rain collects on the earth’s surface, flows downhill into bodies of water (streams, rivers, lakes, oceans), or into the ground.					



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Unit 5: Health

Outcome 5A:

III.3 All students will investigate and explain how characteristics of living things are passed on through generations. Heredity is the means by which traits are transmitted from one generation to the next.

Grade Level Content Expectations (GLECs)	Michigan Benchmarks	Teaching the Faith
	<p>See revised Health Education GLCE for Kindergarten.</p>	<ul style="list-style-type: none"> • Conclude that God made all human life and each one of us is unique. • Give examples of how God made your body to work together. • Express God's desire for us to take care of the body that He has given us. • Write a prayer thanking God for food. • Pray for someone who is sick or thank God for healthy bodies. • Exercise to Bible action songs. • CPH sex education video - <u>How Boys and Girls are Different</u> • Memorize Bible verses: "Do you not know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honor God with your body." 1 Corinthians 6:19-20 • I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well. Psalms



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