

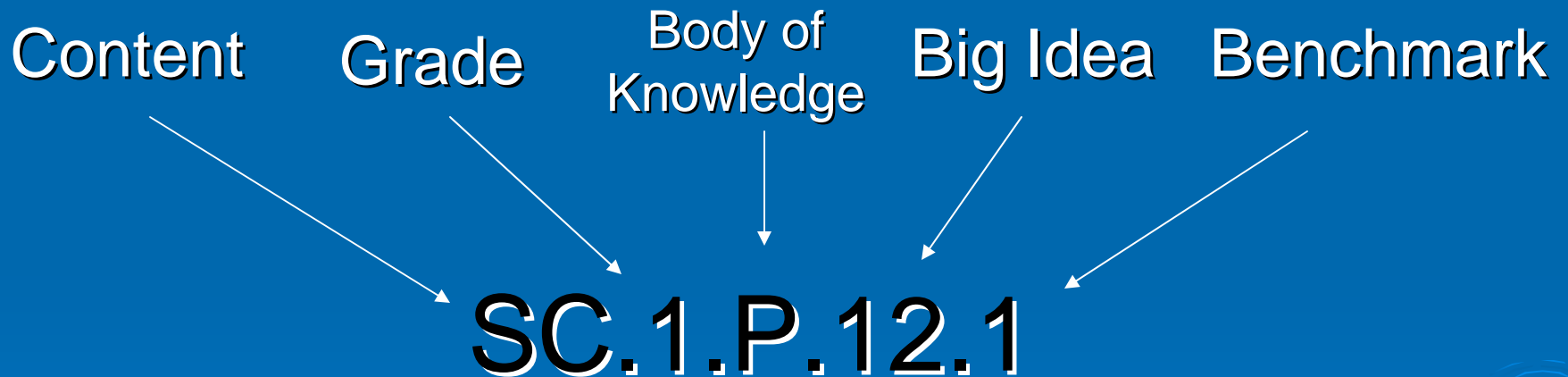
# Science SSS: The New Look



# The New Look

**SC.1.P.12.1**

Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow



N ~ Nature of Science  
E ~ Earth and Space Science  
P ~ Physical Science  
L ~ Life Science

Body of Knowledge: The Nature of Science

Big Idea 1: The Practice of Science

Big Idea 2: The Characteristics of Scientific Knowledge

Big Idea 3: The Role of Theories, Laws, Hypotheses, and Models

Big Idea 4: Science and Society

Body of Knowledge: Earth and Space Science

Big Idea 5: Earth in Space in Time

Big Idea 6: Earth Structures

Big Idea 7: Earth Systems and Patterns

Body of Knowledge: Physical Science

Big Idea 8: Properties of Matter

Big Idea 9: Changes in Matter

Big Idea 10: Forms of Energy

Big Idea 11: Energy Transfer and Transformations

Big Idea 12: Motion of Objects

Big Idea 13: Forces and Changes in Motion

Body of Knowledge: Life Science

Big Idea 14: Organization and Development of Living Organisms

Big Idea 15: Diversity and Evolution of Living Organisms

Big Idea 16: Heredity and Reproduction

Big Idea 17: Interdependence


Big Idea 18: Matter and Energy Transformations

# Access Points

BENCHMARK CODE		BENCHMARK
SC.3.L.17.1	Describe how animals and plants respond to changing seasons.	
SC.3.L.17.2	Recognize that plants use energy from the Sun, air, and water to make their own food.	
Access Points for Students with Significant Cognitive Disabilities		
Independent:	Supported:	Participatory:
SC.3.L.17.In.a Identify changes in the appearance of animals and plants throughout the year. SC.3.L.17.In.b Recognize that most plants make their own food.	SC.3.L.17.Su.a Recognize that the appearance of some plants in the environment changes throughout the year. SC.3.L.17.Su.b Recognize that plants need light to grow.	SC.3.L.17.Pa.a Recognize clothing worn by humans in different weather (seasons). SC.3.L.17.Pa.b Recognize that plants need water.

- Access points do NOT indicate goals for the general student population
- Access points are only for students with significant cognitive disabilities AND taking the Alternate Assessment test

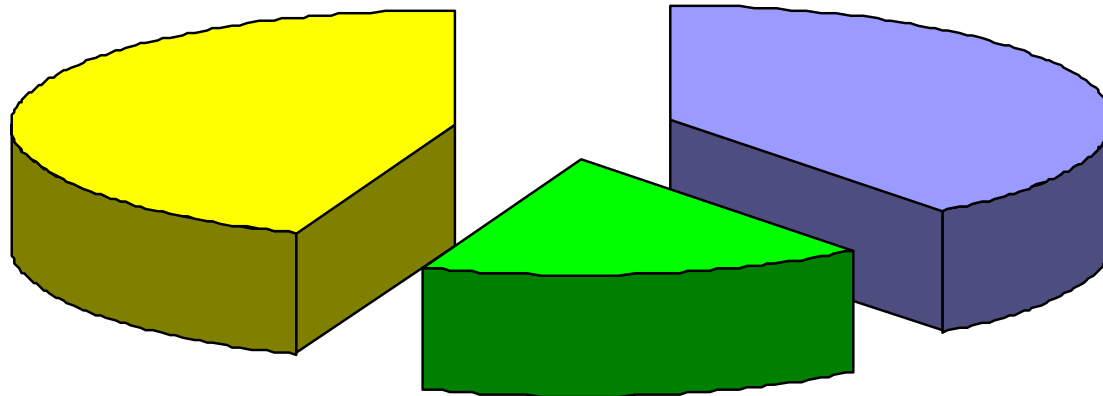
# So what changed??

- The Look
  - Fewer standards at each grade level
  - More depth, not breadth
  - Better spiral
  - Grade-level appropriate concepts
  - Access points for students with cognitive disabilities
- 

# Kindergarten – Fifth Grade

44 %

39 %



- Changed Grade Levels
- Removed
- Same

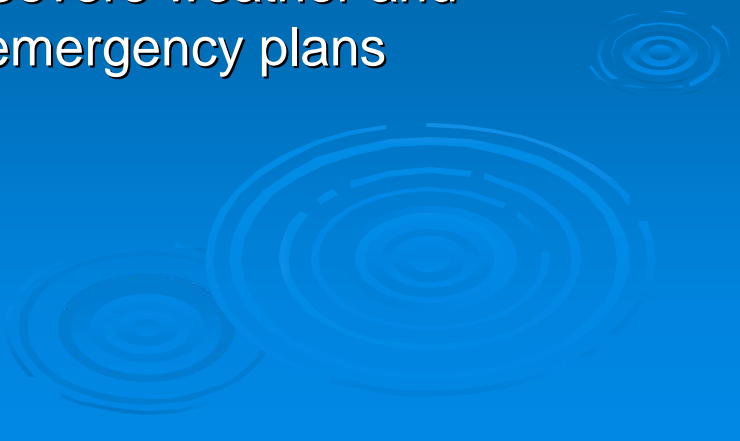
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# Conceptual Changes: K-5

## ➤ Relocated to 6-12:

- Reasons for the seasons
- Simple Machines
- Waves
- Reduce, Reuse, Recycle
- Mutualism, Commensalism, Parasitism

## ➤ Added:

- Models and simulations
  - Portrayal of animals in children's books
  - Magnifiers and telescopes
  - Local impact of science (economic, ecological, etc.)
  - Gravity
  - Severe weather and emergency plans
- 

# Implications

- Fewer standards at each grade level
- More opportunity to explore “deeper”
- **Grade level accountability – if one teacher misses it....it’s LOST!**