**Statement of Purpose**

**1st Grade Science**

 As reported by ABC News science writer Lee Dye, “The current generation of Americans may live through two extremes: The rise of the United States to world dominance as the planet’s only superpower, and the decline of the same country to mediocrity as other nations wise up to what it takes to guarantee a prosperous and strong future” (Introduction, para. 1). Science is a driving force of advanced society, and “without scientific progress, there are no new technologies to challenge our people, so there will be no new factories to produce new gizmos, and the best and the brightest will look for work elsewhere” (Dye, What’s Needed para. 5). When determining solutions to this issue, society must turn to students, especially young students who will be the generation to move us forward.

 The content and instruction provided in this science curriculum are developed according to the revised science content standards for Ohio and are organized with varied, problem-solving, inquiry-based activities. As explained by the National Science Teachers Association, “The importance of early experiences in science is evident for students to develop problem-solving skills that empower them to participate in an increasingly scientific and technological world” (NSTA Position Statement: Elementary School Science).

 This science curriculum is designed to meet both the needs of the learner to become productive and well-rounded citizens as well as the needs of our society by educating students who are problem-solvers, futuristic thinkers, and comfortable with basic concepts of science. Through this curriculum design students will investigate science phenomena in the world, including materials and their properties, force and motion, basic needs of living things, environmental elements, weather, and energy. Students will be involved in learning about these important world concepts as well as performing scientific tasks and investigating their own ideas. Students will have real-world experiences with each category of learning and will be expected to participate in groups and individually using scientific tools and collecting data and observations.

 By approaching a number of basic science concepts, students will learn about many of the major categories of science, including physical science, earth and space science, and life science. This will provide a well-balanced understanding of science within their worlds. As the students work in a problem-solving, interactive science environment, they will gain confidence and understand how science can be observed and applied in their daily lives.

 This course is designed to provide students with a basic foundation of scientific knowledge in the three areas of physical science, earth and space science, and life science. Along with this purpose, students will leave the course being able to question and test ideas about the world, make and discuss observations, and use basic science tools to collect and analyze data.

References:

Dye, L. (2004). U.S. falling behind in science. *ABC News*. Retrieved May 14, 2012 from the World Wide Web: http://abcnews.go.com/Technology/

DyeHard/story?id=276464&page=1

NSTA Board of Directors (2002). NSTA Position Statement: Elementary School Science. *National Science Teachers Association*. Retrieved May 14, 2012 from the World Wide Web: http://www.nsta.org/about/positions/

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