

Subject	Grade	Standard	Objective
Science	K	<b>2. Earth and Space Science</b>	<b>3. Compare the changes in weather over time.</b>
<b>Content Big Ideas</b>			
(E) Change is something that happens to many things. (E) Some changes are so slow or so fast that they are hard to see.		Standard 1 Big Ideas – Intended Learning Outcomes (PoS) People can often learn about things around them by just observing those things carefully (raise questions about the world around them, be willing to seek answers to some of those questions by making careful observations). (CoS) People are more likely to believe your ideas if you can give reasons for them (ask “How do you know?” in appropriate situations and attempt reasonable answers when others ask them the same questions). (NoS) When doing science activities, it is often helpful to work with a team and to share findings with others.	Science, Technology, and Society Big Ideas (T) People use appropriate tools and models to investigate the world. (A) People working alone or in groups often invent new ways to solve problems and get work done. (S) The tools and ways of doing things that people have invented affect all aspects of life.
<b>Indicators: Measurable Outcomes framed by Standard 1 Big Ideas</b>			
<b>Indicator 1. Observe and record that weather changes occur from day-to-day and weather patterns occur from season to season.</b>			
<b>Indicator 2. Communicate ways weather can affect individuals.</b>			
<b>Indicator 3. Describe, predict, and discuss daily weather conditions and how predicting the weather can improve our lives.</b>			
<b>Science language students should be able to use correctly:</b> weather, partly cloudy, foggy, clear, fall, autumn, summer, spring, winter, predict, forecast.			
<b>Guidance for Combining Content and Process</b>			
<b>Guidance for Combining Science, Technology, and Society</b>			
<b>Suggested Strategies</b>			
Utilize many creative ways to report and record the weather during class openers or other times (e.g., class forecaster, microphones, big weather glasses, use a box for a TV screen, use TV or newspaper weather forecast). (L) (FA) (CoS) Keep a record of the daily weather in the classroom (e.g., weather journal, charts, graphs, counting). Ask students to predict what the weather tomorrow (next week, etc) will be based on the patterns recorded. (L) (M) (PoS) (NoS) (CoS)			(T) Students use age appropriate tools to record and report the weather (e.g., weather journal, charts, graphs, microphone, simulated TV). (A) Students track the weather to predict future weather patterns. (S) Students understand how the weather affects every day life.
<b>Earth and Space Science</b> (E) Earth science (SS) Space science	<b>Curriculum Connections</b> (M) Mathematics (L) Language Arts	<b>Processes, Communication, and Nature of Science</b> (PoS) Processes of science (CoS) Communication of science (NoS) Nature of science	<b>Applications: Science, Technology, and Society</b> (T) Tools of science (A) Applications of science (S) Implications of science for people