Subject	Grade	Standard	Objective
Science	**K**	**3. Physical Science**	**2. Describe parts of non-living things.**

Content Big Ideas	Standard 1 Big Ideas – Intended Learning Outcomes	Science, Technology, and Society Big Ideas
(A) Most things are made of parts.	(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). (NoS) 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). (CoS) When doing science activities, it is often helpful to work with a team and to share findings with others.	(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.

Indicators: Measureable Outcomes framed by Standard 1 Big Ideas

Indicator 1. Describe how parts are used to build things and how things can be taken apart.
Indicator 2. Explain why things may not work the same if some of the parts are missing.

Science language students should be able to use correctly: part, whole.

Guidance for Combining Content and Process	Guidance for Combining Science, Technology, and Society
Suggested Strategies Have students identify the parts of a specific object or area. Ask them to investigate the following questions (and others that you and your students choose): (PoS) • What things turn a room into a classroom? Does a classroom look different than your bedroom? What objects make the two rooms different? (SS) • Are all things made of parts? What things around you are made of parts? (FA) • Point out that the students' body is made of parts. Have the students make a presentation about what would happen if parts were missing.(L) (CoS) Have students work as a team to build an item from parts (Lego building, puzzle): (M) (PoS) • What happens if one of the parts of your team is missing? Will your structure look the same if one of the parts is missing? Have the students work as a team to take an item apart: (PoS) • How does knowing the parts of an item help you to take it apart? Have students work in the sensory table to explore a whole and its parts. For example have the students build science bottles with corn syrup, oil, and water. Have the students 'filter' out a mixture of rocks, sand, and water. (PoS)	(T) Magnifiers, tools for putting things together and taking things apart, e.g., hammer, screwdrivers. (A) Automobiles, computers, houses and other things are made of parts. (S) Things can be repaired using parts.

Physical Science	Curriculum Connections		Processes, Communication, and Nature of Science	Applications: Science, Technology, and Society
(A) Atomic/Molecular	(M) Mathematics	(FA) Fine Arts	(PoS) Processes of science	(T) Tools of science
(F) Force and Motion	(L) Language Arts	(SS) Social Studies	(CoS) Communication of science	(A) Applications of science
			(NoS) Nature of science	(S) Implications of science for people