Subject	Grade	Standard	Objective
Science	**K**	**4. Life Science**	**1. Investigate living things.**

Content Big Ideas	Standard 1 Big Ideas – Intended Learning Outcomes	Science, Technology, and Society Big Ideas
(CT) Change is something that happens to many things. (CT) Some changes are so slow or so fast that they are hard to see.	(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. Construct questions, give reasons, and share findings about living things.
Indicator 2. Compare and contrast young plants and animals with their parents.
Indicator 3. Describe some changes in plants and animals that are so slow or fast that they are hard to see, e.g., "slow" growth, seasonal change, "fast" blooming flower, hatching egg.

Science language students should be able to use correctly: living vs. non-living things, change, grow.

Guidance for Combining Content and Process	Guidance for Combining Science, Technology, and Society
Suggested Strategies Have students sort representations of or actual living and non-living things. Ask these and other related questions: (PoS) • Can you sort living and non-living things by observed characteristics of each item? (M) • How would you define an object as living? What are the characteristics that are similar between living things? Have students identify living things in their environment that change. Ask them to investigate the following questions (and others that you or your students choose): (PoS) (CoS) • How could you determine the change made in a plant? In an animal? Can you measure changes in organisms?(M) • Do plants and animals change as they grow? Describe the differences between a young plant/animal and an adult plant/animal. These differences could be shown in the form of a graph (M), a drawing (FA), or a written description (L). Allow the students to share their findings with other groups. Create a class chart showing the findings of each group (L). Compare described changes with changes that the students have observed in their environment. (PoS) (CoS) (NoS)	(T) Point out the various tools used while learning this objective. Examples of tools are a magnifying glass, ruler, camera, binoculars. (A)Discuss how through investigating living things we have been able to invent technology and understand environments required for living. (S)Show that society has benefited from the use of science in studying living and non-living things. Examples are wildlife conservation issues, needs of living things including medical applications and environmental concerns.

Life Sciences	Curriculum Connections		Processes, Communication, and Nature of Science	Applications: Science, Technology, and Society
(CT) Changes over time	(M) Mathematics	(FA) Fine Arts	(PoS) Processes of science	(T) Tools of science
(N) Nature of Living Things	(L) Language Arts	(SS) Social Studies	(CoS) Communication of science	(A) Applications of science
			(NoS) Nature of science	(S) Implications of science for people