

Subject	Grade	Standard	Objective
Science	K	4. Life Science	2. Describe the parts of living things.
<b>Content Big Ideas</b>			
(N) 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).	Science, Technology, and Society Big Ideas	
(CT) Change is something that happens to many things.	(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.	
<b>Indicators: Measureable Outcomes framed by Standard 1 Big Ideas</b>			
Indicator 1. Differentiate between the five senses and related body parts.			
Indicator 2. Identify major parts of plants, e.g., roots, stem, leaf, flower, trunk, branches.			
Indicator 3. Compare the parts of different animals, e.g., skin, fur, feathers, scales; hand, wing, flipper, fin.			
Science language students should be able to use correctly: living vs. non-living things, senses, sight, taste, touch, smell, sound, bitter, sweet, salty.			
<b>Guidance for Combining Content and Process</b>			
Guidance for Combining Science, Technology, and Society			
<b>Suggested Strategies</b>			
Have students identify the major parts of plants. Ask them to investigate using the following questions (and others that you or your students choose): (PoS) (CoS)			
<ul style="list-style-type: none"> <li>How many different types of plants can we find in the schoolyard? What do they have in common? What is different?</li> <li>Do all plants have similar parts? How might these differences help/hurt the plant in its environment?</li> </ul>	<ul style="list-style-type: none"> <li>By investigating parts of living things scientists and doctors have learned how to repair or replace some of the parts.</li> <li>Improved living.</li> <li>Discuss the use of technology in the process of science by pointing out the various tools used while learning this objective. Examples of tools are a magnifying glass, video, camera, and computers.</li> <li>Show that society has benefited from the use of science in studying living things. By understanding the needs of living things we have improved living and cutting edge medical applications.</li> </ul>		
<ul style="list-style-type: none"> <li>Have students take measurements as part of their observations of different plants and their parts(M), and then ask them to discuss why one plant may have larger leaves than another.(L) (PoS) (CoS) (NoS)</li> <li>Have students compare/contrast the differences and similarities between animal structures. Ask them to investigate using the following questions (and others that you or your students choose): (FA) (PoS) (CoS) (NoS)</li> <li>Do all animals look the same? What are the major differences between specific types of animals?(ex. Compare a duck to a snake to a dog)</li> <li>How could you use your five senses to help identify the differences/similarities between animals?</li> <li>What body parts do all animals have? How do animals use their body parts to make observations about their environment? (ex. Snakes use their tongues to 'taste' the air, bats use their hearing to 'see' where they are going)</li> </ul>	<ul style="list-style-type: none"> <li>Processes, Communication and Nature of Science (PoS) Processes of science (CoS) Communication of science (NoS) Nature of science</li> </ul>		
<b>Life Sciences</b>			
(CT) Changes over time	(M) Mathematics	Curriculum Connections (FA) Fine Arts	Applications: Science, Technology, and Society (T) Tools of science
(N) Nature of Living Things	(L) Language Arts	(SS) Social Studies	(A) Applications of science (S) Implications of science for people