

Subject	Grade	Standard	Objective
Science	First	4. Life Science	2. Observe how living things change and depend upon their environment to satisfy their basic needs.
Content Big Ideas			
(N) Most living things need water, food, and air. (N) Plants and animals need to take in water, and animals need to take in food. In addition, plants need light. (N) Animals eat plants and other animals for food.	Standard 1 Big Ideas – Intended Learning Outcomes (PoS) People can often learn about things around them by just observing those things carefully, but sometimes they can learn more by doing something to the things and noting what happens (raise questions about the world around them, be willing to seek answers to some of those questions by making careful observations and trying things out). (CoS) When doing science activities, it is often helpful to work with a team and to share findings with others. In this sharing, describing things as accurately as possible is important in science because it enables people to compare their observations with those of others (draw pictures that correctly portray at least some features of the thing being described, describe and compare things in terms of number, shape, texture, size, weight, color, and motion). (NoS) When people give different descriptions of the same thing, it is usually a good idea to make some fresh observations instead of just arguing about who is right.		
Indicators: Measureable Outcomes framed by Standard 1 Big Ideas			
Indicator 1. Make observations of living things and their environment using the five senses. Indicator 2. Identify how natural earth materials, e.g., food, water, air, light, and space, help to sustain plant and animal life. Indicator 3. Describe and model life cycles of living things.			
Science language students should be able to use correctly: life cycle, offspring, need, environment, investigate.			
Guidance for Combining Content and Process			
Suggested Strategies Students can conduct simple experiments/investigations related to plant needs by changing one variable at a time (food, air, water, light, or place to grow). (M) (PoS) Using various resources (e.g., books, movies, internet, live specimens) research the life cycle of living things such as butterflies, frogs, chickens, beans, and/or pumpkins. Students can then create their own representations of what they have learned. (L) (FA) (CoS)			
Guidance for Combining Science, Technology, and Society (T) Students can use age-appropriate tools to investigate living things. (A) Students can explain that all living things follow a cycle. (S) Students understand that when basic needs are not met the life cycle is shortened.			
Life Sciences (CT) Changes over time (N) Nature of Living Things	Curriculum Connections (M) Mathematics (L) Language Arts	Processes, Communication, and Nature of Science (PoS) Processes of science (CoS) Communication of science (NoS) Nature of science	Applications: Science, Technology, and Society (T) Tools of science (A) Applications of science (S) Implications of science for people