

Subject	Grade	Standard	Objective
Science	Second	4. Life Science	1. Relate how external features affect an animal's ability to survive in its environment.
Content Big Ideas			
Standard 1 Big Ideas – Intended Learning Outcomes		Science, Technology, and Society Big Ideas	
(CT) Different plants and animals have external features that help them thrive in different kinds of places. (CT) Living things are found everywhere in the world. There are different kinds of living things in different places. (CT) Some kinds of living things that once lived on earth have completely disappeared, although they were something like others that are alive today.	(PoS) When science investigation is done the way it was done before, we expect to get a very similar result. (NoS) Sometimes people aren't sure what will happen because they don't know everything that might have an effect. (CoS) When doing science activities, it is often helpful to work with a team and to share findings with others. All team members should reach their own individual conclusions, however, about what the findings mean.	(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. Compare and contrast the characteristics of living things in different habitats. Indicator 2. Develop, communicate, and justify an explanation as to why a habitat is or is not suitable for a specific organism. Indicator 3. Create possible explanations as to why some organisms no longer exist, but similar organisms are still alive today.			
Science language students should be able to use correctly: characteristics, environments, habitats, justify, compare, contrast, extinct, desert, ocean, rainforest, tundra.			
Guidance for Combining Content and Process			
Guidance for Combining Science, Technology, and Society			
Suggested Strategies			
Using cooperative learning structures, students can explore the characteristics of living things in various environments (i.e. desert, rainforest, tundra, oceans) and communicate their findings through charts, posters, journals, books, etc. (L) (M) (FA) (SS) (NoS) (CoS)		(T) Teachers can use a variety of media including the internet to find pictures of plants and animals in their environment. (A) Students can explain how living things depend on the health of their habitats, which need to be protected. (A) Students can research endangered species. (S) Students can discuss adaptations that plants and animals make in order to live in their specific environment.	
Students can classify and sort plants and animals into habitats and justify their reasoning through classroom discussion. Suggested questions for discussion: Are any similar plant or animal structures seen in different environments? Which plant or animal has the most unique structures? (PoS) (CoS) (NoS)			
Using a variety of informational texts on extinct animals (e.g., mammoth, sabertooth tiger, dodo bird, megatooth shark), students can compare and contrast these extinct animals with similar animals that are alive today and share plausible explanations for their extinctions through charts, journals, discussions, etc. (L) (FA) (M) (PoS) (CoS)			
Life Sciences	Curriculum Connections	Processes, Communication and Nature of Science	Applications: Science, Technology, and Society
(CT) Changes over time (N) Nature of Living Things	(M) Mathematics (L) Language Arts	(PoS) Processes of science (CoS) Communication of science (NoS) Nature of science	(T) Tools of science (A) Applications of science (S) Implications of science for people