Unifying Concept: Systems, Order, and Organization; Evidence, Models, and Explanation; Evolution and Equilibrium

Big Idea: Living things have basic needs. There are similarities and differences between plants and animals.

Sub Concept I: We can use our senses to observe living things.

Sub Concept II: Living things have specified needs.

Sub Concept III: A terrarium is a model of a closed environment.

Description of Assessment: Informal teacher observation and teacher questioning; review student work (e.g. science notebooks), introductory and final interviews

Science Process Skills: Observing, Questioning, Comparing, Communicating, Predicting, and Inferring

National Science Standards: K-4 Life Science; Science & Technology: Science in Personal and Social Perspectives; History & Nature of Science; Science as Inquiry

California Science Standards: K—Life Science 2a-c; Investigation and Experimentation 4a, b

VIPS 2000
Description of Assessment: End-of-unit assessment includes a cut-and-paste task, picture interpretation, and verbal questions; review student work (e.g. science notebooks)

Science Process Skills: Observing, Questioning, Comparing, Communicating, Predicting, and Inferring

National Science Standards: K-4 Earth/Space Science; History & Nature of Science; Science as Inquiry

California Science Standards: 1: Investigation and Experimentation 4a, b, d

VIPS 2000
**Unifying Concept:** Evidence, Models, and Explanation; Constancy, Change, and Measurement; Form and Function

**Big Idea:** Solids and liquids are two states of matter. Each substance has unique observable properties.

**Sub Concept I:** Solids can be described and categorized by observable properties.

**Sub Concept II:** Solid materials come in all sizes and shapes.

**Sub Concept III:** Liquids can be described and categorized by observable properties.

**Sub Concept IV:** Solids and liquids can be mixed together with different results.

**Description of Assessment:** Periodic checks of student progress as noted in teacher's guide by a check mark. Suggested activities are given at the end of the guide.

**Science Process Skills:** Observing, Questioning, Comparing, Communicating, Ordering, and Applying

**National Science Standards:** K-4 Physical Science; History & Nature of Science; Science as Inquiry

**California Science Standards:** 1: Investigation and Experimentation 4a, b, d
Unifying Concept: Systems, Order, and Organization; Form and Function
Big Idea: People use their five senses as tools with which to observe, interact with, and describe the world of objects around them.

Sub Concept I: We use senses to find out about our world.

- Learning Experience 1: Introduction to the Senses
- Learning Experience 13: Popcorn

Sub Concept II: We use our eyes to see.

- Learning Experience 2: Seeing
- Learning Experience 3: Making Things Bigger

Sub Concept III: We use our skin to touch.

- Learning Experience 4: Observing Outdoors
- Learning Experience 5: Mystery Bags

Sub Concept IV: We use our ears to hear.

- Learning Experience 7: Hearing
- Learning Experience 8: Mystery Sounds

Sub Concept V: We use our nose to smell.

- Learning Experience 9: Sound Walk
- Learning Experience 10: The Sense of Smell

Sub Concept VI: We use our mouth to taste.

- Learning Experience 11: Mystery Smells
- Learning Experience 12: Tasting

Description of Assessment: Introductory and final interviews
Science Process Skills: Observing, Questioning, Comparing, Communicating, Organizing, and Inferring
National Science Standards: K-4 Physical Science; Life Science; Science in Personal and Social Perspectives; History & Nature of Science; Science as Inquiry
California Science Standards: 1: Investigation and Experimentation 4a, b * optional VIPS 2000