



Carolina™ Curriculum Correlation to Kansas Science Education Standards Grades 3-4



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This document gives a quick visual guide to the alignment of selected units with the Kansas Science Education Standards, grades K-2. Although each STC® unit was developed for use at a specific grade level, there is some flexibility in grade placement. Recommended grade ranges are indicated in the chart below. Carolina publishes additional units in the STC PROGRAM™ that are not included in this document. For more information about any STC PROGRAM™ unit, visit www.carolinacurriculum.com



The STC PROGRAM™ is made up of 2 research-based, inquiry-centered curriculums:

- Science and Technology for Children® (STC®) for grades K–6; and
- Science and Technology Concepts for Middle Schools™ (STC/MST™) for grades 6–8

Units with Recommended Grade Ranges		
Grade Range	STC® Units	GEMS® Sequences Building Blocks of Science™
K-2	Comparing and Measuring The Life Cycle of Butterflies Organisms Solids and Liquids Soils Weather	BBS: Sky Watchers
3-4	Animal Studies Changes Electric Circuits Plant Growth and Development Land and Water Motion and Design Sound	GEMS® Space Science Sequence
5-7	Catastrophic Events Earth in Space Ecosystems Energy, Machines, and Motion Experiment with Plants Light Organisms – From Macro to Micro Mircroworlds Properties of Matter	



Building Blocks of Science™ is a K-5 supplementary science curriculum that can be used as stand-alone instruction



Great Explorations in Math and Science® (GEMS®) Space Science Sequence is a research-based 3-5 science curriculum that teaches fundamental concepts in space science.

LEGEND To save paper, the curriculum location information in this document has been abbreviated as follows:

TG = Teacher's Guide

S-Sec3 = Section 3 (containing a section on safety) in the STC® Teacher's Guide

L01, L02, etc. = Lesson 1, Lesson 2, etc.

p, pp = page, pages

RB = STC BOOK™ (a science reading book included in some of the grades 3–5 STC® unit kits)

Exts = Extensions (found at the end of most lessons in the Teacher's Guide)

App-A, App-B = Appendix A, Appendix B (found at the end of Section 4 in the Teacher's Guide)

STANDARD 1: SCIENCE AS INQUIRY

Grades 3-4

SCIENCE AS INQUIRY – The student will experience science as *full inquiry*. In the elementary grades, students begin to develop the physical and intellectual abilities of scientific inquiry.

Benchmark 1: The student will develop the skills necessary to do full inquiry. *Full inquiry* involves asking a simple question, completing an *investigation*, answering the question, and sharing the results with others.

Grades 3-4 Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. ▲ asks questions that he/she can answer by investigating. Animal Studies TG: L07 (pp75 - 86), L12 (pp123-134) Changes TG: L01-17 (pp3-158) Electric Circuits TG: L01 (pp3-6), L17 (pp85-86) Plant Growth and Development TG: L02-17 (pp9-100) Sound TG: L0-141 (pp11-102), L17 (pp117-118) 2. ▲ plans and conducts a simple investigation. Changes TG: L15 (pp137-146) Plant Growth and Development TG: L16.Exts (pp96-97) Sound TG: L12.Exts (p88) 3. ▲ employs appropriate equipment, <i>tools</i>, and safety procedures to gather data. Animal Studies TG: L02-10 (pp11-114), L12-15 (pp123-164) S-Sec3 (pp16-26) Changes TG: L01-17 (pp3-158) Electric Circuits RB: (pp29-33), (pp42-44), TG: L01-17 (pp3-86), Sec3 (pp16-19) Land and Water RB: (pp32-35), TG: L02 (pp11-28) L04-16 (pp37-182) Motion and Design TG: L02-17 (pp15-156), S-Sec3 (pp8-11) Plant Growth and Development TG: L01-16 (pp3-14) S-Sec3 (pp10-14) Sound TG: L01-17 (pp11-118), S-Sec3 (pp9-12) 	<p>The student...</p> <ol style="list-style-type: none"> 1. asks questions like: will the size of the opening of a container change the rate of evaporation of liquids? How much water will a sponge hold? 2. designs a test of the wet strength of paper towels; experiments with plant growth; experiments to find ways to prevent soil erosion. 3. <ol style="list-style-type: none"> a. uses a balance to find the <i>mass</i> of the wet paper towel in grams; uses meter tape to measure the diameter of a rock; uses the same size containers to compare evaporation rates of different liquids. b. uses appropriate precautions, procedures, and safety equipment when conducting <i>investigations</i>. 4. describes <i>investigations</i> with pictures, graphs, written language, and oral presentations.

<p>4. ▲ begins developing the abilities to communicate, critique, analyze his/her own <i>investigations</i>, and interprets the work of other students.</p> <p>Animal Studies RB: (pp58-61), TG: L16 (pp165-168) L17 (pp169-172)</p> <p>Electric Circuits TG: L01-17 (pp3-86)</p> <p>Land and Water RB: (pp41-44), TG: L01-8 (pp3-98) L10-14 (pp109-162), L16-17 (pp173-166)</p> <p>Motion and Design TG: L01-17 (pp1-156)</p> <p>Plant Growth and Development TG: L01 (pp3-8) L13.Exts (p78)</p> <p>Sound TG: L01-14 (pp11-102), L17 (pp117-118)</p>	
<p>Teacher Notes: Not every activity will involve all of these stages nor must any particular sequences of these stages be followed.</p> <p><i>Full inquiry</i> – involves asking a simple question, completing an investigation, answering the question, and presenting the results to others. In elementary grades, students begin to develop the physical and intellectual abilities of scientific inquiry. They can design investigations to try things to see what happens – they tend to focus on concrete results of tests and will entertain the idea of a “fair” test (see page 122 in the National Science Education Standards, 1996). It is developmentally appropriate for elementary level student to test for only one independent variable</p> <p><i>Investigation</i> – finding the answer to a question.</p> <p><i>Tools</i> – object(s) used to achieve a goal, to make an observation, and extend the senses (see page 122 in the National Science Education Standards, 1996).</p> <p><i>Mass</i> - measure of the amount of material something contains.</p> <p>▲ = Grade 4 Assessed Indicator</p>	

STANDARD 2: PHYSICAL SCIENCE

Grades 3-4

PHYSICAL SCIENCE - The student will increase their understanding of the *properties* of objects and materials that they encounter on a daily basis. The student will compare, describe, and sort and *classify* these materials by observable properties.

Benchmark 1: The student will develop skills to describe objects.

Grades 3-4 Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> <p>▲ observes <i>properties</i> of objects and measures those <i>properties</i> using appropriate <i>tools</i>. Animal Studies TG: L17 (pp169-172) Changes TG: L01-17 (pp3-158) Electric Circuits RB: (pp34-38), TG: L01 (pp3-6), L07 (pp39-44) L12 (pp65-68), L17 (pp85-86) Motion and Design TG: L03-4 (pp25-46), L06 (pp57-64) L08-11 (pp73-108), L15 (pp139-144) Sound TG: L01-14 (pp11-102), L17 (pp117-118)</p> <p>▲ describes and <i>classifies</i> objects by more than one property. Changes TG: L01.Exts (pp10-11), L06.Exts (pp67-69) L13.Exts (p123), L14.Exts (p134) Sound TG: L01-2 (pp11-22), L04.Exts (pp26-27) L05.Exts (pp35-36)</p> <p>▲ observes and records how one object <i>interacts</i> with another object. Electric Circuits RB: (pp56-59)</p> <p>▲ recognizes and describes the differences between solids, liquids, and gases.</p> 	<p>The student...</p> <ol style="list-style-type: none"> <p>observes and records the size, <i>mass</i>, shape, volume, color, and temperature of objects using balances, thermometers, and other <i>metric measurement tools</i>.</p> <p>observes that an object could be hard, round, and rough; <i>classifies</i> objects by two or more <i>properties</i>.</p> <p>mixes baking soda and vinegar, or tea bag/food coloring and water, and records observations.</p> <p>observes differences between a stick of butter and melted butter, a chocolate bar and melted chocolate, frozen water (ice), water, and water vapor; observes that a solid has a shape of its own and a liquid takes the shape of its container; observes differences between an inflated and a deflated balloon.</p>
<p>Teacher Notes:</p> <p>Through observation, manipulation, and classification of common objects, children reflect on the similarities and differences of the objects. <i>Properties</i> – word that describes an object based on direct observations using touch, sight, hearing, taste, smell, and measurements. <i>Classify</i> – a method for establishing order on collections of objects or events. Students use classification systems to identify objects or events, to show similarities, differences, and interrelationships. It is important to realize that all classification systems are subjective and may change as criteria change; the test for a good classification system is whether others can use it. <i>Tools</i> – object(s) used to achieve a goal, to make an observation, and extend the senses (see page 122 in the National Science Education Standards, 1996). <i>Mass</i> - measure of the amount of material something contains. <i>Metric measurements</i> – meter, centimeter, millimeter, liter, milliliter, gram, kilogram, Celsius <i>Interact</i>- when two or more things do something to each other. ▲ = Grade 4 Assessed Indicator</p>	

STANDARD 2: PHYSICAL SCIENCE

Grades 3-4

PHYSICAL SCIENCE – The student will increase their understanding of the properties of objects and materials that they encounter on a daily basis. The student will compare, describe, and sort and classify these materials by observable properties.

Benchmark 2: The student will describe the motion of objects.

Grades 3-4 Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. ▲ moves objects by pushing, pulling, throwing, spinning, dropping, and rolling; and describes the motion.2. describes the change in position of objects when moved.	<p>The student...</p> <ol style="list-style-type: none">1. spins or rolls a variety of objects on various surfaces and explains how forces (a push or pull) caused the objects to move or stop moving.2. describes the objects new position as being above, below, to the right or left, or in front or behind its original position.
<p>Teacher Notes:</p> <p>Students begin to observe the position and movement of objects when they manipulate objects by pushing, pulling, throwing, dropping, and rolling them.</p> <p>▲ = Grade 4 Assessed Indicator</p>	

STANDARD 2: PHYSICAL SCIENCE**Grades 3-4**

PHYSICAL SCIENCE – The student will increase their understanding of the properties of objects and materials that they encounter on a daily basis. The student will compare, describe, and sort and classify these materials by observable properties.

Benchmark 3: The student will recognize and demonstrate what makes sounds.

Grades 3-4 Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. ▲ identifies that the source of sound is vibrations. Sound TG: L01-17 (pp11-118) 2. discriminates between sounds made by different objects. 3. discriminates between various pitches. 	<p>The student...</p> <ol style="list-style-type: none"> 1. explores various vibrating objects (tuning forks, rulers, tongue depressors, musical instruments, etc.) that produce sound. 2. listens and compares the sounds made by musical instruments and other objects, such as cans, gourds, plastic spoons, pennies, and plastic disks; sorts and classifies a group of objects according to the sounds they make when they are dropped. 3. identifies high and low pitches.
<p>Teacher Notes:</p> <p>The concept of sound is very abstract. To make the connection between vibrations and sounds more concrete, have students listen to, touch, and watch the object (tuning fork, audio speaker, ruler on the edge of the table, etc.) being used to produce the sound/vibration. Then attempt to connect the controlled experimental sounds with other observed sounds such as jets rattling windows, intercom speakers, class bells, and that all sounds are ultimately the result of vibrations. However, by investigating a variety of sounds made by common objects, students can form a connection between sounds the objects make and the materials from which the objects are made. Plastic objects make a different sound than do wooden objects, etc.</p> <p>The relationship between high and low pitches can be explored by causing a tightly and loosely stretched rubber band to vibrate.</p> <p>▲ = Grade 4 Assessed Indicator</p>	

STANDARD 2: PHYSICAL SCIENCE

Grades 3-4

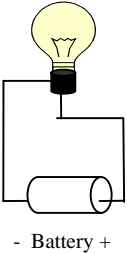
PHYSICAL SCIENCE – The student will increase their understanding of the properties of objects and materials that they encounter on a daily basis. The student will compare, describe, and sort and classify these materials by observable properties.

Benchmark 4: The student will experiment with electricity and magnetism-

Grades 3-4 Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> ▲ demonstrates that magnets attract and repel. ▲ designs a simple experiment to determine whether various objects will be attracted to magnets. ▲ constructs a <i>simple circuit</i>. Electric Circuits RB: (pp13-16), (pp29-33), (pp39-44) TG: L01-17 (pp3-86) 	<p>The student...</p> <ol style="list-style-type: none"> a. explores the <i>interactions</i> between two magnets. b. designs a simple experiment with two magnets to show that they attract or repel. designs an experiment involving a group of objects to determine which are attracted to or repelled by the magnet. uses a battery, bulb(s), and wire(s) to make complete circuits i.e. <i>simple parallel circuit or simple series circuit</i>.

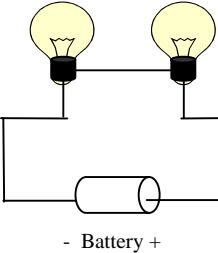
Teacher Notes:
 Magnets attract and repel each other and certain kinds of other materials.
 Students will develop the concept that electrical circuits require a complete loop of conductors through which an electric current can pass.
 Example circuits:

Simple circuit



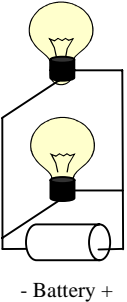
- Battery +

Series circuit



- Battery +

Parallel circuit



- Battery +

Developmentally, elementary students should be able to build circuit but should not be tested on the difference between types of circuits.
Interact – when two or more things do something to each other,
 ▲ = Grade 4 Assessed Indicator

STANDARD 3: LIFE SCIENCE

Grades 3-4

LIFE SCIENCE – The student will develop an understanding of biological concepts through direct experience with living things, their life cycles, and their habitats.

Benchmark 1: The student will develop knowledge of organisms in their environment.

Grades 3-4 Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> <p>▲ observes different organisms and compares and contrasts how similar functions are served by different structural characteristics. Animal Studies TG: L05.Exts (p58), L09 (pp97-106) L13.Exts (p138), L14.Exts (p145), L15 (pp157-164), L17 (pp169-172) Plant Growth and Development TG: L09.Exts (p50)</p> <p>▲ compares basic needs of different organisms in their environment. Animal Studies RB: (pp16-19), (pp58-61) TG: L01-17 (pp3-172) Land and Water TG: L14.Exts (p156) Plant Growth and Development TG: L03 -4(pp13-28) L16.Exts (pp96-97)</p> <p>discusses ways organisms use their senses to survive in their environments. Changes TG: L01.Exts (pp10-11) L17 (pp155-158) Motion and Design RB: (pp14-17) Sound TG: L08 (pp57-62)</p> 	<p>The student...</p> <ol style="list-style-type: none"> <p>compares the structures for movement of an insect to the structures for movement of a guppy; compares the leaf structures of a sprouted bean seed to the leaf structures of a corn seed.</p> <p>compares the basic needs of an animal to the basic needs of a plant.</p> <p>compare how organisms find food, seek shelter (bird nests, beaver dams, etc.), and defend themselves.</p>
<p>Teacher Notes:</p> <p>The study of organisms should include observations and interactions within the natural world of the child.</p> <p>Each plant or animal has different structures that serve different functions in growth, survival, and reproduction. For example, humans have distinct body structures for walking, holding, seeing, and talking (see page 129 in the National Science Education Standards, 1996).</p> <p>▲ = Grade 4 Assessed Indicator</p>	

STANDARD 3: LIFE SCIENCE

Grades 3-4

LIFE SCIENCE – The student will develop an understanding of biological concepts through direct experience with living things, their life cycles, and their habitats.

Benchmark 2: The student will observe and illustrate the life cycles of various organisms.

Grades 3-4 Indicators	Instructional Examples
<p>The student...</p> <p>1. ▲ compares, contrasts, and asks questions about life cycles of various organisms. Animal Studies RB: (pp06-08), (pp12-15), (pp35-39) TG: L04.Exts (pp41-42), L07.Exts (pp79-80), L09.Exts (pp101-102) Plant Growth and Development TG: L10 (pp55-60) L12 (pp67-70), L15-16 (pp89-98)</p>	<p>The student...</p> <p>1. plants a seed and cares for a plant through its life cycle, observing and recording its growth; observes and records the changes of an insect as it develops from birth to adult.</p>
<p>Teacher Notes:</p> <p>Plants and animals have life cycles that include being born, developing into adults, reproducing, and eventually dying. Organisms develop into adults that are similar to their parents.</p> <p>▲ = Grade 4 Assessed Indicator</p>	

STANDARD 4: EARTH AND SPACE SCIENCE

Grades 3-4

EARTH AND SPACE SCIENCE – The student will observe objects, materials, and changes in their environment, note their properties, distinguish one from another, and develop their own explanations making sense of their observations.

Benchmark 2: The student will observe and describe objects in the sky.

Grades 3-4 Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. observes the moon and stars. Space Science TG: Unit 01, 04 2. observes and compares the length of shadows. Space Science TG: Unit 04 3. ▲ discusses that the sun provides light and heat (electromagnetic radiation) to maintain the temperature of the earth. 	<p>The student...</p> <ol style="list-style-type: none"> 1. sketches the position of the moon in relation to a tree, rooftop, or building at two or three hourly increments on the same evening. 2. observes the movement of an object’s shadow during the course of a day; constructs a simple sundial. 3. discusses why it seems cooler when the sun goes behind a cloud, and then investigates why it is cooler in the shade versus direct sunlight.
<p>Teacher Notes:</p> <p>The sun, moon, stars, clouds, birds, and other objects such as airplanes have <i>properties</i> that can be observed and compared.</p> <p><i>Properties</i> – word that describes an object based on direct observations using touch, sight, hearing, taste, smell, and measurements.</p> <p>▲ = Grade 4 Assessed Indicator</p>	

STANDARD 4: EARTH AND SPACE SCIENCE

Grades 3-4

EARTH AND SPACE SCIENCE – The student will observe objects, materials, and changes in their environment, note their properties, distinguish one from another, and develop their own explanations making sense of their observations.

Benchmark 3: The student will develop skills necessary to describe changes in the earth and weather.

Grades 3-4 Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> ▲ describes changes in the surface of the earth. Land and Water TG: L03-7 (pp29-84), L09-10 (pp99-118) L14-15 (pp153-172) ▲ observes, describes, and records daily and seasonal weather changes. 	<p>The student...</p> <ol style="list-style-type: none"> observes <i>erosion</i> at a study site. records weather observations using simple instruments (metric rain gauge, Celsius thermometer, etc.).
<p>Teacher Notes:</p> <p>If the students revisit a study site regularly, they will develop an understanding that the earth’s surface and weather are constantly changing.</p> <p><i>Erosion</i> – movement of earth materials from one place to another.</p> <p>▲ = Grade 4 Assessed Indicator</p>	

STANDARD 5: SCIENCE AND TECHNOLOGY

Grades 3-4

SCIENCE AND TECHNOLOGY – The student will have a variety of educational experiences which involve science and technology. The student will begin to understand the design process.

Benchmark 1: The student will work with a technology design.

Grades 3-4 Indicators	Instructional Examples
<p>The student...</p> <p>1. ▲ identifies a simple <i>design problem</i> (designs a plan, implements the plan, evaluates the results, makes changes to improve the product, and communicates the results). Animal Studies TG: L01.Exts (p6), L05 (pp49-64), L08 (pp87-96) Changes TG: L02 (pp21-30), L15.Exts (p143) Electric Circuits TG: L09.Exts (pp51-52), L12 (pp65-68) L13.Exts (p71), L15.Exts (p79), L16.Exts (p83) Land and Water TG: L15 (pp163-172) Motion and Design RB: (pp62), TG: L01-2 (pp1-24) L05-6 (pp47-64), L09 (pp81-90), L11 (pp101-108) L13.Exts (pp120-121), L14 (pp125-138), L16.Exts (p148) Sound TG: L07 (pp49-56), L15-16 (pp103-116)</p>	<p>The student...</p> <p>1. a. tries different kinds of tools for making the biggest bubbles or the longest lasting bubbles. b. designs and flies a paper airplane that makes one loop before landing.</p>
<p>Teacher notes:</p> <p>As with the Science as Inquiry Standard, not every activity will involve all stages. Students will develop the ability to solve simple design problems that are appropriate for their developmental level.</p> <p>Teachers should guide students to make only one change at a time to the product as the product is being developed.</p> <p><i>Design problem</i> – developing or inventing a product that accomplishes a task or challenge.</p> <p>▲ = Grade 4 Assessed Indicator</p>	

STANDARD 5: SCIENCE AND TECHNOLOGY

Grades 3-4

SCIENCE AND TECHNOLOGY – The student will have a variety of educational experiences which involve science and technology. They will begin to understand the design process.

Benchmark 2: The student will apply their understanding about science and technology.

Grades 3-4 Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> will understand that the design process produces knowledge that can be used to solve a problem and improve our world. Animal Studies TG: L01.Exts (p6), L05 (pp49-64), L08 (pp87-96) Changes TG: L02 (pp21-30), L15.Exts (p143) Electric Circuits TG: L09.Exts (pp51-52), L12 (pp65-68) L13.Exts (p71), L15.Exts (p79), L16.Exts (p83) Land and Water TG: L15 (pp163-172) Motion and Design RB: (pp62), TG: L01-2 (pp1-24) L05-6 (pp47-64), L09 (pp81-90), L11 (pp101-108) L13.Exts (pp120-121), L14 (pp125-138), L16.Exts (p148) Sound TG: L07 (pp49-56), L15-16 (pp103-116) invents a product to solve problems. Animal Studies TG: L01.Exts (p6), L05 (pp49-64) L08 (pp87-96) Changes TG: L02 (pp21-30), L15.Exts (p143) Electric Circuits TG: L09.Exts (pp51-52), L12 (pp65-68) L13.Exts (p71), L15.Exts (p79), L16.Exts (p83) Land and Water TG: L15 (pp163-172) Motion and Design RB: (pp62), TG: L01-2 (pp1-24) L05-6 (pp47-64), L09 (pp81-90), L11 (pp101-108) L13.Exts (pp120-121), L14 (pp125-138), L16.Exts (p148) Sound TG: L07 (pp49-56), L15-16 (pp103-116) works with others to solve problems. Animal Studies TG: L01-17 (pp3-172) Changes TG: L01-17 (pp3-158) Electric Circuits TG: L01-17 (pp3-86) Land and Water TG: L01-9 (pp3-108), L11-13 (pp119-152) L15-17 (pp163-186) Motion and Design TG: L01 (pp1-14), L03-4 (pp25-46) L06-17 (pp57-156) Plant Growth and Development TG: L01-16 (pp3-98) Sound TG: L01-17 (pp11-118) 	<p>The student...</p> <ol style="list-style-type: none"> understands why a zipper was designed; what problem the zipper has solved; how the zipper has improved our lives; how Velcro is like a zipper; what problem Velcro solves; how Velcro has improved our lives. invents a new use for old products: potato masher, strainer, carrot peeler, or 2 liter pop bottle; uses a juice can, 2 liter pop bottle or one-half gallon milk jug to invent something useful; invents something to solve a problem. solves a problem by working with others, sharing ideas, and testing the solutions.

<p>4. develops an awareness that women and men of all ages, backgrounds, and ethnic groups engage in a variety of scientific and technological work.</p> <p>Animal Studies RB: (pp09-155) ,(pp26-32), (pp38-42) (pp45-61),TG: L08.Exts (p94), L12.Exts (p129), L16.Exts (p167)</p> <p>Electric Circuits RB: (pp11-16), (pp42-44), (pp50-52) (pp 07-09), (pp26-29), (pp32-35), (pp57-61)</p> <p>Land and Water - RB: (pp07-09), (pp26-29), (pp32-35) (pp57-61)</p> <p>5. investigates how scientists use <i>tools</i> to observe.</p> <p>Animal Studies TG: L02-10 (pp11-114), L12-15 (pp123-164)</p> <p>Electric Circuits TG: L01-17 (pp3-86)</p> <p>Land and Water RB: (pp32-35), TG: L04-16 (pp37-182)</p> <p>Motion and Design TG: L02-3 (pp15-34), L06 (pp57-64) TG: L08-9 (pp73-90), L11-14 (pp101-138), L16 (pp145-152)</p> <p>Plant Growth and Development TG: L01-16 (pp3-98)</p> <p>Sound TG: L04.Exts (pp26-27)</p>	<p>4. interviews parents and other community and school workers to determine how they use science and technology in their work.</p> <p>5. engages in Internet or library research; interviews or visits a school nurse's, veterinarian's, dentist's, or weatherman's office/laboratory to learn about the <i>tools</i> they use.</p>
<p>Teacher notes:</p> <p>As with the Science as Inquiry Standard, not every activity will involve all stages. Students will develop the ability to solve simple design problems that are appropriate for their developmental level.</p> <p>Children's abilities in technological problem-solving can be developed by firsthand experiences in tackling tasks with a technological purpose. They can study technological products and systems in their world: zippers, coat hooks, can openers, bridges, paper clips, etc.</p> <p><i>Tools</i> – object(s) used to achieve a goal, to make an observation, and extend the senses (see page 122 in the National Science Education Standards, 1996).</p> <p>▲ = Grade 4 Assessed Indicator</p>	

STANDARD 6: SCIENCE IN PERSONAL AND ENVIRONMENTAL PERSPECTIVES

Grades 3-4

SCIENCE IN PERSONAL AND ENVIRONMENTAL PERSPECTIVES – The student will demonstrate personal health and environmental practices.

Benchmark 1: The student will develop an understanding of personal health.

Grades 3-4 Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. ▲ discusses the nutritional value of various foods and their contribution to health. Animal Studies TG: L05.Exts (p58) 2. discusses that safety involves preventing injury by avoiding inappropriate risks and dangers. Animal Studies TG: L04 (pp37-48), L06 (pp65-74) S-Sec3 (pp16-26) Changes TG: S-Sec3 (pp9-29) Electric Circuits RB: (pp07-10), (pp29-33), (pp42-44) TG: L01-2 (pp3-14), L08 (pp45-48), S-Sec3 (pp16-19) Land and Water RB: (pp47-49), TG: L02 (pp11-28) L04 (pp37-50), L06 (pp63-74), L15 (pp163-172), S-Sec3 (pp13-18) Motion and Design TG: L11 (pp101-108), L15 (pp139-144) L17 (pp153-156), S-Sec3 (pp8-11) Plant Growth and Development TG: S-Sec3 (pp10-14) Sound TG: S-Sec3 (pp9-12) 3. assumes some responsibility for his/her own health, and the health and well being of others. 	<p>The student...</p> <ol style="list-style-type: none"> 1. reads and compares nutrition information found on labels; discusses healthy foods; identifies or makes a healthy snack. 2. takes part in classroom discussions which could include bike safety, water safety, weather safety, sun protection, etc... 3. practices good personal hygiene and cleanliness (including dental); discusses healthy exercise and sleep habits, and practices self-control by abstaining from actions that harm one's self as well as others.
<p>Teacher notes:</p> <p>A variety of experiences will be provided to understand various science-related personal and environmental challenges. This standard should be integrated with physical science, life science, and earth & space science standards, and physical education.</p> <p>Personal health involves physical and mental well being, including hygienic practices, and self-respect.</p> <p>▲ = Grade 4 Assessed Indicator</p>	

STANDARD 6: SCIENCE IN PERSONAL AND ENVIRONMENTAL PERSPECTIVES

Grades 3-4

SCIENCE IN PERSONAL AND ENVIRONMENTAL PERSPECTIVES – The student will demonstrate personal health and environmental practices.

Benchmark 2: The student will demonstrate an awareness of changes in the environment.

Grades 3-4 Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. defines pollution. Animal Studies RB: (pp09-11), (pp38-39) 2. develops personal actions to solve pollution problems in and around the neighborhood. Animal Studies RB: (pp09-15), (pp35-37), (pp40-42), (pp58-61) 3. practices reducing, reusing, and recycling. Changes TG: L06.Exts (pp67-69) 	<p>The student...</p> <ol style="list-style-type: none"> 1. takes a pollution walk, gathering examples of litter and trash. 2. after the pollution walk, works with other children to solve pollution problems observed. 3. presents the problem that paper is being wasted in the classroom; meets with other students and forms a plan to resolve this problem by considering how the plan is beneficial to others, and consequently, to one's self. The student should recognize that some benefits occur immediately, but many are only gained through longer periods of time.
<p>Teacher notes:</p> <p>A variety of experiences will be provided to understand various science-related personal and environmental challenges. This standard should be integrated with physical science, life science, and earth & space science standards.</p> <p>Through classroom discussions, students can begin to recognize pollution as an environmental issue, scarcity as a resource issue, and crowded classrooms or schools as a population issue.</p> <p>▲ = Grade 4 Assessed Indicator</p>	

STANDARD 7: HISTORY AND NATURE OF SCIENCE

Grades 3-4

HISTORY AND NATURE OF SCIENCE – The student will experience some things about scientific inquiry and learn about people from history.

Benchmark 1: The student will develop awareness that people practice science.

Grades 3-4 Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> recognizes that students participate in science inquiry by asking questions. Animal Studies TG: L07 (pp75 - 86), L12 (pp123-134) Changes TG: L01-17 (pp3-158) Electric Circuits TG: L01 (pp3-6), L17 (pp85-86) Plant Growth and Development TG: L02-17 (pp9-100) Sound TG: L01-14 (pp11-102), L17 (pp117-118) studies the lives of people who made scientific contributions. Animal Studies RB: (pp50-52), (pp58-61) Electric Circuits RB: (pp07-21), (pp50-52), (pp56-59) (pp07-09) Land and Water RB: (pp36-38), (pp41-44), (pp57-58) Motion and Design RB: (pp07-09), (pp23-28), (pp32-36) (pp41-44), (pp52-57) 	<p>The student...</p> <ol style="list-style-type: none"> asks questions such as: How are plants affected by various amounts of light? Which is the “best” paper towel (define best)? Which liquid causes substances such as a jawbreaker, chocolate candy, and Jell-O to dissolve more quickly? reads short stories; views films or videos; discusses contributions made by people in science.
<p>Teacher notes:</p> <p>Experiences of investigating and thinking about explanations provide fundamental ideas about the history and nature of science. Students will observe and compare, pose questions, gather data and report findings. Posing questions and reporting findings are human activities that all students are able to understand. Science is not just memorizing information. This standard should be integrated with physical science, life science, and earth and space science standards.</p> <p>Science and technology have been practiced by people for a long time. Children and adults can derive great pleasure from doing science. They can investigate and experience science. Individuals, as well as groups of students, can conduct investigations.</p> <p>Teachers need to help students understand that asking questions is the beginning of doing science.</p> <p>▲ = Grade 4 Assessed Indicator</p>	