

Unit/Topic Title: **Living Things Grow And Change**

Trimester: **3rd**

Estimated Time (When): **April (4 weeks) 20 days**

Standard(s) 2. Life Science	
Prepared Graduates: <ul style="list-style-type: none"> ➤ Explain and illustrate with examples how living systems interact with the biotic and abiotic environment (2.1 & 2.2) ➤ Analyze the relationship between structure and function in living systems at a variety of organizational levels, and recognize living systems' dependence on natural selection (2.1 & 2.2) 	
Grade Level Expectation: Preschool	
Concepts and skills students master: <ul style="list-style-type: none"> • Living things have characteristics and basic needs (2.1) • Living things develop in predictable patterns (2.2) 	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none"> • Ask and pursue questions through simple investigations and observations of living things (2.1.c) • Collect, describe, and record information about living things through discussion, drawings, and charts (2.1.d) • Make and record by drawing, acting out, or describing observations of living things and how they change over time (2.2.c) 	Inquiry Questions: <ul style="list-style-type: none"> • What do living things need to survive? • How do different living things change over time? • What are some similarities and differences in how living things develop? • How do the adults of various animals compare to younger versions of those same animals?
	Relevance and Application: <ul style="list-style-type: none"> • Gills on a fish allow them to "breathe" under water. • Butterflies have a predictable growth cycle. • Leaves on a tree change color and fall every year.
	Nature of Science: <ul style="list-style-type: none"> • Be open to and curious about new tasks and challenges. • Explore and experiment. • Show a capacity for invention and imagination when looking for patterns of development.
Essential Vocabulary	

- Mastery: investigate, question, change, describing living things

Assessments

- Teaching Strategies GOLD™
 - 11. Demonstrates positive approaches to learning
 - 11b. Persists
 - 6. Plans and pursues a variety of appropriately challenging tasks
 - 14. Uses symbols and images to represent something not present
 - 14a. Thinks symbolically
 - 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
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Instructional Resources

- The Creative Curriculum System - Objectives for Development and Learning: Birth Through Kindergarten, pages 128-129.
- FOSS Kits: Insects and Spiders, Trees
- Science To-Go Kits: Underground Connections, Fast Plants