Supplemental Materials for Standard 3 – Physical Science

The materials on the following pages are supplemental to the core. Each objective in Standard 3 has a sheet of information vital to student learning of science and the scientific processes inherent in the core. They are intended to give guidance to the teacher on the following topics:

- The Big Ideas go beyond discrete facts or skills to focus on larger concepts, principles, or processes (Grant Wiggins and Jay McTighe*, Understanding by Design,* 1998, p. 10). Big Ideas are cumulative, meaning that students revisit ideas that are previously developed, but in more and more complex ways at each successive grade level. This allows teachers to anchor learning at the beginning of the grade level to "concepts and reasoning abilities that young children bring with them" (NRC, 2008).

- Indicators provide both Measureable Outcomes framed by Standard 1objectives and Big Ideas and measurable indicators of student content knowledge and scientific processing for teachers.

- Science language is the language that students should use when conversing on each objective within the standard. Students may not be expected to spell and read each and every term.

- Guidance for combining Content and Process are suggested strategies teachers may use to teach the core. One-letter abbreviations (L, M, A, S) are included to show how the science learning may be integrated into Language Arts, Mathematics, Arts, and Social Studies concepts. Science content should never be taught as content alone, but should be taught through the process of scientific practice, embedding content into inquiry, hands-on learning, experimentation, interpretation of evidence, and communication of findings. "When students engage in science as practice, they develop knowledge and explanations of the natural world as they generate and interpret evidence." *(Ready, Set, Science: Putting Research to Work in K-8 Science Classrooms, pg. 34)*

- According to the National Science Education Standards, it is important to help students "establish connections between the natural and designed worlds." Guidance for combining Science, Technology, and Society provide support to teachers in this area.

- A key for interpreting the abbreviations used in the supplementary materials is found at the bottom of the page.

Important Note: A guide for reading the supplementary materials is found in Appendix B.

Subject	Grade	Standard	Objective
Science	**First**	**3. Physical Science**	**2. Analyze objects and record their properties.**

Content Big Ideas	Standard 1 Big Ideas – Intended Learning Outcomes	Science, Technology, and Society Big Ideas
(A) Objects can be described in terms of materials they are made from (clay, cloth, paper, etc.) and their physical properties (color, size, shape, weight, texture, flexibility, etc.).	(PoS) People can often learn about things around them just by 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.	(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) 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. Sort, classify, and chart objects by observable properties, e.g., size, shape, color, and texture.
Indicator 2. Predict measurable properties such as weight, temperature, and whether objects sink or float; test and record data.
Indicator 3. Predict, identify, and describe changes in matter when heated, cooled, or mixed with water.

Science language students should be able to use correctly: sort, predict, classify, solid, liquid, dissolve, matter, property, mix.

Guidance for Combining Content and Process	Guidance for Combining Science, Technology, and Society
Suggested Strategies Using various objects and simple tools such as a magnifier ruler, scale, and thermometer, students work in groups to classify and arrange objects by at least 2 observable attributes (e.g., size, shape, color, texture) or properties so that similarities and differences become apparent. Chart and discuss findings. (L) (M) (PoS) (CoS) Students determine whether objects sink or float by placing various objects in water (e.g., rocks, pumice stone, pumpkins, clay boats), (PoS) Students develop their own defining characteristics of solids, liquids, and gases by manipulating a variety of examples. For instance, students are given five different liquids (e.g., water, oil, dish soap, milk, soda) to construct their characteristics. Students can construct the characteristics of a gas by using balloons, straws, simple gliding machines, and fans. (PoS) Students can observe, test, and describe how water and other materials change from liquid to solid and back again (e.g., observe that liquids left in an open container decrease in amount over time, but the amount in a closed container does not). (PoS) (CoS)	(T) Students can use age-appropriate tools to analyze properties of objects. (A) Students can explain that objects have different uses because of their properties. (A) Students can understand that certain objects are recyclable because of their properties. (A) Students can influence the amount of items recycled. (S) Students can have a direct impact on the environment.

Physical Science	Curriculum Connections		Processes, Communication, and Nature of Science	Applications: Science, Technology, and Society
(A) Atomic/Molecular	(M) Mathematics	(FA) Fine Arts	(PoS) Processes of science	(T) Tools of science
(F) Force and Motion	(L) Language Arts	(SS) Social Studies	(CoS) Communication of science	(A) Applications of science
			(NoS) Nature of science	(S) Implications of science for people