

# Ganado Unified School District

## (Science/1<sup>st</sup> Grade)

### PACING Guide SY 2015-2016

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
1 <sup>st</sup> Quarter  Science Fusion Unit 1: How Scientists Work Lessons 1, 2, 3 & 4	<u>Strand 1: Inquiry Process</u> <u>Concept 1: Observations, Questions, and Hypotheses</u> <b>PO 1.</b> Compare common objects using multiple senses.	What are senses?  What body part do you use for each sense?  What can you find out using senses?  What is observation?	Identify all five senses.  Identify which part of the body is used for each sense.  Describe objects using all five senses.  Compare objects using all five senses.	Five senses Hearing Sight Taste Touch Smell Compare Similar/Alike Different
1 <sup>st</sup> Quarter  Science Fusion Unit 1: How Scientists Work Lessons 1, 2, 3, & 4	<b>PO 2.</b> Ask questions based on experience with objects, organisms, and events in the environment.	What are inquiry skills?  What are inquiry skills used for?  What can you learn from each inquiry skill?  How do you ask a scientific question?	Identify different kinds of inquiry skills.  Describe each inquiry skills.  Use inquiry skills to ask scientific questions.	Environment Inquiry Skills Scientific questions
1 <sup>st</sup> Quarter  Science	<b>PO 3.</b> Predict results of an investigation based on life, physical, and Earth and space sciences (e.g.,	What is an investigation?	Identify the steps of a scientific investigation.	Predict Infer Conclusion

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<p>Fusion Unit 1: How Scientists Work Lessons 1, 2, 3, 4, &amp; 5</p>	<p>animal life cycles, physical properties, Earth materials). (teach “predict” concept)</p>	<p>What are the steps of a scientific investigation?</p> <p>What inquiry skills are needed for each step of a scientific investigation?</p> <p>What is a prediction? How do you test a hypothesis?</p>	<p>Describe each step of a scientific investigation.</p> <p>Make predictions about an investigation.</p> <p>Perform a scientific investigation.</p>	<p>Investigation Hypothesis Report/Record Results</p>
<p>1<sup>st</sup> Quarter  Science Fusion Unit 1: How Do Scientists Work Lesson 1 &amp; 5</p>	<p><u>Strand 1: Inquiry Process</u> <u>Concept 2: Scientific Testing</u> <u>(Investigating and Modeling)</u> <b>PO 1.</b> Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry.</p>	<p>What are science inquiry rules?</p> <p>What is proper behavior when performing science inquiry?</p> <p>How do you use science tools properly?</p>	<p>Identify rules and procedures in scientific investigations.</p> <p>Identify safe behavior when using science tools.</p> <p>Describe how to use science tools properly.</p> <p>Describe the importance of safe behavior and appropriate procedures in science inquiry.</p>	<p>Rules Responsibility Science tools Safety Science inquiry</p>
<p>1<sup>st</sup> Quarter  Science Fusion Unit 1: How</p>	<p><b>PO 2.</b> Participate in guided investigations in life, physical, and Earth and space sciences.</p>	<p>What was the purpose of your scientific investigation?</p> <p>What was the outcome</p>	<p>Use inquiry skills to participate in a guided investigation.</p> <p>Record and share results of a scientific investigation.</p>	<p>Investigation Scientific method Problem Solution Design</p>

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<p>Do Scientists Work</p> <p>Lessons 1, 2, 3, 4, &amp; 5 (Apply skills in other units)</p>		<p>of your scientific investigation?</p> <p>What did you learn from your scientific investigation?</p>	<p>Perform a scientific investigation with guidance from the teacher.</p>	<p>Results/Record</p>
<p>1st Quarter</p> <p>Science Fusion</p> <p>Unit 1: How Do Scientists Work</p> <p>Lessons 1, 2, &amp; 3</p> <p>-rulers, thermometer, magnifier, balance, measuring tape, scale, etc.</p>	<p><b>PO 3.</b> Use simple tools such as rulers, thermometers, magnifiers, and balances to collect data (U.S. customary units).</p>	<p>What is data?</p> <p>What kind of science tool is used to measure length, weight, temperature, etc.?</p> <p>What are units of measurement (inch, feet, meter, yard, etc.)?</p>	<p>Identify different science tools.</p> <p>Describe the use of each science tool.</p> <p>Record data using different science tools.</p>	<p>Measure Data</p> <p>Ruler</p> <p>Thermometer</p> <p>Magnifier</p> <p>Balance</p> <p>Weight</p> <p>Length</p> <p>Inch/foot</p> <p>Yard/mile</p> <p>ounce/pound</p> <p>Cup/gallon/quart</p>
<p>1<sup>st</sup> Quarter</p> <p>Science Fusion</p> <p>All 10 Units</p>	<p><b>PO 4.</b> Record data from guided investigations in an organized and appropriate format (e.g., lab book, log, notebook, chart paper).</p>	<p>What is the purpose of a lab book/science notebook?</p> <p>What are ways to</p>	<p>Record data from a scientific investigation in a lab book or science notebook.</p> <p>Use charts, tables, pictures, lists,</p>	<p>Lab book</p> <p>Term/vocabulary</p> <p>Definition</p> <p>Diagram</p> <p>Label/caption</p>

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Begin in Unit 1 -lab notebook		organize data (graphic organizers)?	etc. to record data from a scientific investigation.	Record/report
1 <sup>st</sup> Quarter  Science Fusion Unit 1: How Do Scientist Work Lessons 3 & 4	<u>Strand 1: Inquiry Process</u> <u>Concept 3: Analysis and Conclusions</u> <b>PO 1.</b> Organize (e.g., compare, classify, and sequence) objects, organisms, and events according to various characteristics.	How can you organize things?  What inquiry skills do you use to organize objects, organisms, and events?  What graphic organizers can you use to organize things?	Identify characteristics of organisms, objects, and events.  Compare organisms, objects, and events based on characteristics.  Organize organisms, objects, and events on a table, graph, etc.	Organize Sort Classify Sequence Characteristics Similar/alike Different Groups Attributes: color, size, shape, number, etc.
1 <sup>st</sup> Quarter  -Science Fusion Unit 1: How Do Scientists Work Lesson 5 -Inquiry Flipchart pgs. 2-6	<b>PO 2.</b> Compare the results of the investigations to predictions made prior to the investigation.	What is a prediction?  What are the steps of an investigation?  How are the results of an investigation and your predication similar/different?	Make a prediction as part of an investigation.  Perform an investigation.  Compare results of an investigation with your predictions.	Hypothesis Conclusion Test Compare Investigation Prediction
1 <sup>st</sup> Quarter  -Science	<u>Strand 1: Inquiry Process</u> <u>Concept 4: Communication</u> <b>PO 1.</b> Communicate the results of an	What are the results of an investigation?	Perform a scientific investigation.	Record/results Communicate Picture

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<p>Fusion Unit 1: How Do Scientists Work Lesson 5 -Inquiry Flipcharts pgs. 2-6</p>	<p>investigations using pictures, graphs, models, and/or words.</p>	<p>How can you communicate results of an investigation?  Who are you sharing your results of an investigation with?</p>	<p>Record results of a scientific investigation.  Share the results of an investigation with an audience.</p>	<p>Graph Model Diagram</p>
<p>1<sup>st</sup> Quarter  Science Fusion Unit 1: How Do Scientists Work -Lessons 4 &amp; 5 Unit 2: Technology All Around Us -Lessons 1 &amp; 2 -Inquiry Flipchart pgs. 5-8</p>	<p><b>PO 2.</b> Communicate with other groups to describe the results of an investigation.</p>	<p>What are ways you can communicate your results of a scientific investigation?  How can you share your results with other groups?  What is similar/different between the results of your investigation to the results of other groups?</p>	<p>Communicate results of a scientific investigation with peers, specific audience, or other groups.  Describe the results of a scientific investigation with others.  Compare and contrast your results of a scientific investigation with another group's results.</p>	<p>Record/results Communicate Investigation Conclusion</p>
<p>1<sup>st</sup> Quarter</p>	<p><i><u>Strand 3: Science in Personal and Social Perspectives</u></i></p>	<p>What are some scientific tools?</p>	<p>Identify scientific tools.</p>	<p>Science tools Observations</p>

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Science Fusion Unit 1: How Do Scientists Work Lessons 1, 2, & 3	<u>Concept 2: Science and Technology in Society</u> <b>PO 2.</b> Describe how suitable tools (e.g., magnifiers, thermometers) help make better observations and measurements.	What do these tools measure?  How do these tools help you with your scientific investigation?	Describe what scientific tools do.  Describe how these scientific tools help your investigation.	Measurements Senses Thermometer Magnifier Balance Scale Tape measure Ruler
<b>Timeline &amp; Resources</b>	<b>AZ College and Career Readiness Standard</b>	<b>Essential Question (HESS Matrix)</b>	<b>Learning Goal</b>	<b>Vocabulary (Content/Academic)</b>
2 <sup>nd</sup> Quarter  Science Fusion Unit 3: Animals -Lessons 1 & 2	<u>Strand 4: Life Science</u> <u>Concept 1: Characteristics of Organisms</u> <b>PO 1.</b> Identify the following as characteristics of living things: <ul style="list-style-type: none"> <li>• Growth and development</li> <li>• Reproduction</li> <li>• Response to stimulus</li> </ul>	What is a living thing? Non-living thing?  What kinds of things are living things?  What are needs?  What are characteristics of living things? Non-living things?	Identify the characteristics of a living thing.  Describe the characteristics of a living thing.  Determine if a thing is living or non-living.  Identify living things in your environment.  Identify non-living things in your environment.	Living thing Non-living things Needs: shelter, water, food, space, sunlight, air Growth Reproduction Plants Animals People Habitat
2 <sup>nd</sup> Quarter  Science Fusion	<b>PO 2.</b> Compare the following observable features of living things: <ul style="list-style-type: none"> <li>• Movement-legs, wings</li> </ul>	What are parts of living things? Animals? Plants?	Compare features/attributes of living things.  Group animals into groups	Living things Animal groups Movement Body coverings

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<p>2<sup>nd</sup> Quarter  Science Fusion Unit 3: Animals Lessons 3 &amp; 4</p>	<p><b>PO 3.</b> Identify observable similarities and differences (e.g., number of legs, body coverings, size) between/among different groups of animals.</p>	<p>What are the different animal groups?</p> <p>What are the characteristics or features of animals in each animal group?</p> <p>Why does an animal belong to a certain group?</p> <p>Why do we group animals?</p>	<p>Identify different animals groups (insects, birds, mammals, reptiles, amphibians, &amp; fish).</p> <p>Identify characteristics of animals in each animal group.</p> <p>Compare characteristics of animals within an animal group.</p> <p>Compare characteristics of animals between different animals groups.</p>	<p>Animal groups Mammals Reptiles Fish Birds Amphibians Insects Body coverings Characteristics</p>
<p>2<sup>nd</sup> Quarter</p>	<p><u>Strand 4: Life Science</u> <u>Concept 2: Life Cycles</u> <b>PO 1.</b> Identify stages of human life (e.g., infancy, adolescence,</p>	<p>What is a cycle?</p> <p>What are the stages of the human life cycle?</p>	<p>Describe a cycle.</p> <p>Identify the stages of the human life cycle.</p>	<p>Life cycle Cycle Stages Infant, adolescence,</p>

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	adulthood).	How is a human life cycle similar/different to animal life cycles?	Describe each stage in the human life cycle.  Compare/contrast a human life cycle to an animal life cycle.	adult Develop Human
2 <sup>nd</sup> Quarter	<b>PO 2.</b> Identify similarities and differences between animals and their parents.	How are animals similar/different from their parents?  Why does an animal look similar/different from their parents?	Identify similarities and differences between animals and their parents.  Identify reasons an animal is similar/different from their parents.	Relationship Adult, parent Infant, offspring Traits Physical features Life cycle
2 <sup>nd</sup> Quarter  Science Fusion Unit 4: Plants -Lessons 1, 2, 3, 4, and 5 Unit 5: Environments -Lessons 1, 2	<b>Strand 4: Life Science</b> <b>Concept 3: Organisms and Environments</b> <b>PO 1.</b> Identify some plants and animals that exist in the local environment.	What is a habitat? What is an environment?  What is the local environment?  What kinds of animals and plants are found in our environment?	Identify the local environment.  Describe the local environment.  Identify plants and animals that can be found in our local environment.  Compare/contrast plants found in our environment to others found in different environments.	Environment Habitat Plants/animals Organisms Desert, grassland, plateau, mountains
2 <sup>nd</sup> Quarter  Science Fusion	<b>PO 2.</b> Compare the habitats (e.g., desert, forest, prairie, water, underground) in which plants and animals live.	What is a habitat?  What are the characteristics of	Identify the different kinds of habitats.  Describe each kind of habitat.	Habitat Environment Desert, forest, prairie, ocean, grassland



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Unit 5: Environments Lessons 1, 2		different habitats?  What kinds of plants and animals live in a desert, forest, prairie, ocean, etc.?  Why do these plants and animals live in their specific habitat?	Identify plants and animals found in different kinds of habitats.  Compare characteristics, plants, and animals of different habitats.	
2 <sup>nd</sup> Quarter  Science Fusion Unit 5: Environments Lesson 1	<b>PO 3.</b> Describe how plants and animals within a habitat are dependent on each other.	How do some animals and plants work together?  In what ways can a plant and animal help each other?	Describe how plants and animals work together in an environment.  Describe how a plant helps an animal.  Describe how an animal helps a plant.	Habitat Co-dependent Plants/animals Relationship
<b>Timeline &amp; Resources</b>	<b>AZ College and Career Readiness Standard</b>	<b>Essential Question (HESS Matrix)</b>	<b>Learning Goal</b>	<b>Vocabulary (Content/Academic)</b>
3 <sup>rd</sup> Quarter  Science Fusion Unit 6: Earth's Resources	<u>Strand 6: Earth and Space Science</u> <u>Concept 1: Properties of Earth Materials</u> <b>PO 1.</b> Describe the following basic Earth materials: <ul style="list-style-type: none"> <li>Rocks</li> </ul>	What is the Earth made of?  What materials are found on Earth's surface?	Identify basic Earth materials.  Describe what kinds of materials are found on the Earth's surface.  Compare/contrast different Earth materials.	Earth Earth surface Materials Rock Soil: sand, clay, humus, dirt Water

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-Lessons 1, 2, 3, 4, 5, & 6	<ul style="list-style-type: none"> <li>• Soil</li> <li>• Water</li> </ul>	How are these materials similar/different from each other?		
3 <sup>rd</sup> Quarter  Science Fusion Unit 6: Earth's Resources -Lessons 1, 2, 3, 4, 5, & 6	<p><b>PO 2.</b> Compare the following physical properties of basic Earth materials:</p> <ul style="list-style-type: none"> <li>• Color</li> <li>• Texture</li> <li>• Capacity to retain water</li> </ul>	<p>What are the basic Earth materials?</p> <p>What are the physical properties of basic Earth materials?</p> <p>How are basic Earth materials similar/different from basic Earth materials?</p>	<p>Identify basic Earth Materials.</p> <p>Describe the color, texture, and other attributes of basic Earth materials.</p> <p>Compare the physical properties of basic Earth materials.</p>	<p>Physical properties</p> <p>Earth materials: soil, water, rock</p> <p>Traits</p> <p>Texture</p> <p>Compare/contrast</p>
3 <sup>rd</sup> Quarter  Science Fusion Unit 2: Technologies All Around Us Lessons 3 & 4	<p><b>PO 3.</b> Identify common uses (e.g., construction, decoration) of basic Earth materials (i.e., rocks, water, soil).</p>	<p>What are basic Earth materials?</p> <p>What can you use basic Earth materials for?</p> <p>What can you make out of basic Earth materials?</p>	<p>Identify basic Earth materials.</p> <p>Identify uses for basic earth materials.</p> <p>Describe things found in your environment that are made out of basic Earth materials.</p>	<p>Earth materials</p> <p>Natural resource</p> <p>Human-made</p> <p>Basic uses</p>
3 <sup>rd</sup> Quarter  Science Fusion	<p><b>PO 4.</b> Identify the following as being natural resources:</p> <ul style="list-style-type: none"> <li>• Air</li> </ul>	<p>What are natural resources?</p> <p>What are human-made</p>	<p>Identify natural resources.</p> <p>Describe natural resources.</p>	<p>Natural resources: air, water, soil, trees, wildlife</p> <p>Human-made</p>

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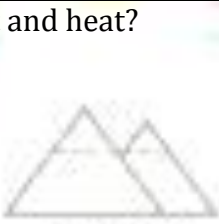
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<p>Unit 2: Technologies Around Us Lessons 3 &amp; 4</p> <p>Unit 6: Earth's Resources Lessons 1, 2, 3, 4, 5, &amp; 6</p>	<ul style="list-style-type: none"> <li>• Water</li> <li>• Soil</li> <li>• Trees</li> <li>• Wildfire</li> </ul>	<p>resources?</p> <p>Where can you find natural resources?</p> <p>What do we use natural resources for?</p>	<p>Identify where to find natural resources.</p> <p>Determine if a thing is a natural resource or human-made.</p>	
<p>3<sup>rd</sup> Quarter</p> <p>Science Fusion Unit 6: Earth's Resources Lesson 6</p>	<p><b>PO 5.</b> Identify ways to conserve natural resources (e.g., reduce, reuse, recycle, find alternatives).</p>	<p>What are natural resources?</p> <p>What is the importance of natural resources?</p> <p>What do we use natural resources for?</p> <p>What is recycle? Reduce? Reuse?</p>	<p>Identify natural resources.</p> <p>Describe natural resources.</p> <p>Identify ways to conserve natural resources.</p> <p>Describe ways to conserve natural resources (reduce, reuse, recycle).</p>	<p>Natural resource Conservation Reduce Reuse Recycle Alternative energy</p>
<p>3<sup>rd</sup> Quarter</p> <p>Science Fusion Unit 8: Objects In the Sky</p>	<p><u><i>Strand 6: Earth and Space Science</i></u> <u><i>Concept 2: Objects in the Sky</i></u> <b>PO 1.</b> Identify evidence that the Sun is the natural source of heat and light on the Earth (e.g., warm surfaces, shadows, shade).</p>	<p>What is the sun?</p> <p>What do we need the sun for?</p> <p>What things show us that the sun gives us</p>	<p>Describe the importance of the sun to the Earth.</p> <p>Identify what we get from the sun.</p> <p>Identify evidence/ways we</p>	<p>Sun Sky Stars Space Heat/light Planets</p>

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<p>-Lessons 1, 2, 3, &amp; 4</p>		<p>light and heat?</p> 	<p>know the sun gives the Earth light and heat (warm surfaces, shadows, shade).</p>	
<p>3<sup>rd</sup> Quarter Science Fusion Unit 8: Objects in the Sky -Lessons 1, 2, &amp; 3 -Inquiry Flipchart pgs. 36-39</p>	<p><b>PO 2.</b> Compare celestial objects (e.g., Sun, Moon, stars) and transient objects in the sky (e.g., clouds, birds, airplanes, contrails).</p>	<p>What are the objects found in the sky?</p> <p>How do the objects in the sky move?</p> <p>Are all objects in the sky the same?</p> <p>How are the sun, moon, and stars different/similar to things like cloud, birds, and other things found in the sky?</p>	<p>Identify celestial objects in the sky.</p> <p>Describe celestial objects in the sky.</p> <p>Identify transient objects in the sky.</p> <p>Describe transient objects in the sky.</p> <p>Compare celestial and transient objects in the sky.</p>	<p>Sun Moon Stars Sky/Space Orbit Gravity</p>
<p>3<sup>rd</sup> Quarter Science Fusion Unit 8: Objects in the Sky</p>	<p><b>PO 3.</b> Describe observable changes that occur in the sky (e.g., clouds forming and moving, the position of the Moon).</p>	<p>What are objects found in the sky?</p> <p>How do these objects in the sky change?</p> <p>How do these objects</p>	<p>Identify and describe objects found in the sky.</p> <p>Describe how objects in the sky change and move.</p>	<p>Clouds Sky Sun/moon/stars Earth Orbit Weather Atmosphere</p>

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<p>-Lessons 1, 2, &amp; 3 -Inquiry Flipchart pgs. 36-39</p>		<p>in the sky move?</p>		
<p>3<sup>rd</sup> Quarter  Science Fusion Unit 7: Weather and Seasons -Lessons 1, 2, &amp; 3</p>	<p><i>Strand 6: Earth and Space Science</i> <i>Concept 2: Objects in the Sky</i> <b>PO 1.</b> Identify the following characteristics of seasonal weather patterns:</p> <ul style="list-style-type: none"> <li>• Temperature</li> <li>• Type of precipitation</li> <li>• Wind</li> </ul>	<p>What is weather? What are the kinds of seasons? What are the characteristics of each season? What is temperature? Precipitation? Wind?</p>	<p>Identify the different kinds of seasons. Identify the different kinds of weather. Describe the different kinds of weather. Describe the different kinds of seasons. Compare the different kinds of seasons and weather.</p>	<p>Weather Seasons: winter, fall, spring, summer Temperature Precipitation Wind Storms Weather tools: thermometer, wind vane, wind sock, rain gauge</p>
<p>3<sup>rd</sup> Quarter  Science Fusion Unit 7: Weather and Seasons -Lessons 1, 2, &amp; 3</p>	<p><b>PO 2.</b> Analyze how the weather affects daily activities.</p>	<p>What are the different kinds of weather? What are the different kinds of seasons? What are some activities you can do in different types of</p>	<p>Describe different kinds of weather and seasons. Identify types of activities that are done in different types of weather. Determine what kinds of activities can be done in a</p>	<p>Weather Seasonal activities Weather patterns</p>

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4 <sup>th</sup> Quarter  Science Fusion Unit 9: All About Matter -Lesson 1, 2, 3, 4, & 5	<u>Strand 5: Physical Science</u> <u>Concept 1: Properties of Objects and Materials</u> <b>PO 1.</b> Classify objects by the following observation properties: <ul style="list-style-type: none"> <li>• Shape</li> <li>• Texture</li> <li>• Size</li> <li>• Color</li> <li>• Weight</li> </ul>	weather/seasons? Essential Question (HESS Matrix) What is matter?  What are properties of matter? (size, shape, color, texture, weight)  How can you classify objects based on their properties?	certain type of weather. Learning Goal Define matter.  Identify different properties of matter.  Classify objects based on their properties (size, shape, color, texture, weight).	Matter Properties Materials Objects Shape Texture Size Color Weight
4 <sup>th</sup> Quarter  Science Fusion Unit 9: All About Matter -Lesson 2	<b>PO 2.</b> Classify materials as solids or liquids.	What is a solid? Liquid? Gas?  What are the characteristics of a solid? Liquid? Gas?	Identify the different types of matter (solid, liquid, gas).  Describe the characteristics of the different types of matter (solid, liquid, gas).  Classify objects as a solid, liquid, or a gas.	Materials Properties Solid Liquid Gas
4 <sup>th</sup> Quarter  Science Fusion Unit 10:	<u>Strand 5: Physical Science</u> <u>Concept 2: Position and Motion of Objects</u> <b>PO 1.</b> Demonstrate the various ways that objects can move (e.g., straight	What is energy?  What is force?  What moves an object?	Describe what moves an object (force and energy).  Describe ways an object can move (straight, zigzag, back-and-	Movement: straight, zigzag, back-and-forth, round-and-round, fast, slow Position

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Forces and Energy -Lessons 1, 2, 3	line, zigzag, back-and-forth, round-and-round, fast, slow).	How can an object move?	forth, round-and-round, fast, slow).  Demonstrate ways an object moves.	Force Gravity
4 <sup>th</sup> Quarter  Science Fusion All Units "People in Science"	<u>Strand 2: History and Nature of Science</u> <u>Concept 1: History of Science as a Human Endeavor</u> <b>PO 1.</b> Give examples of how diverse people (e.g., children, parents, weather reporters, cooks, healthcare workers, gardeners) use science in daily life.	What is science?  Who uses science?  How do we use science every day?	Describe how we use science in our everyday life.  Describe people who use science in their daily life.  Give examples of people who use science every day.	Scientist Engineer History STEM Science
4 <sup>th</sup> Quarter  Science Fusion All Units "People in Science" and "Careers in Science"	<b>PO 2.</b> Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Sally Ride [scientist], supports Strand 6; Neil Armstrong [astronaut, engineer], supports Strand 6).	Who are some famous scientists?  What did these famous scientists do?  How did these famous scientists change the world?	Identify some famous scientists.  Describe what these famous scientists did.  Describe how these famous scientists changed the world.	History Past/present Scientific innovations Scientist Engineer Astronaut Doctor/nurse etc.
4 <sup>th</sup> Quarter  Science Fusion	<u>Strand 3: Science in Personal and Social Perspectives</u> <u>Concept 2: Science and Technology in Society</u>	What is technology?  Where can we find technology?	Define technology.  Identify objects that are technology.	Science Technology Engineering Mathematics

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<p>Unit 2: Technology All Around Us -Lessons 3 -S.T.E.M Inquiry Flipcharts</p>	<p><b>PO 1.</b> Identify various technologies (e.g., automobiles, radios, refrigerators) that people use.</p>	<p>Who uses technology?</p> <p>What are different kinds of technologies people use?</p> <p>Is technology important? Why or why not?</p>	<p>Identify who uses technology.</p> <p>Describe different kinds of technologies people use.</p> <p>Describe the importance of technology.</p>	<p>Technologies Tools Society</p>
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