

Essential Understandings	<ul style="list-style-type: none"> People are living things that grow and change.
Essential Questions	<ul style="list-style-type: none"> What do people need to live? How do people grow and change during their lifetime? What are the characteristics of people?
Essential Knowledge	<ul style="list-style-type: none"> People need food, water, air, shelter, space, and care to live. People develop in a cycle: baby, child, adult. People have arms, legs, feet, a body, a head, facial features (eyes, nose, mouth), and hair.
Vocabulary	<ul style="list-style-type: none"> <u>Terms:</u> <ul style="list-style-type: none"> living, grow, change, needs, cycle, baby, child, adult, characteristics, observe
Essential Skills	<ul style="list-style-type: none"> Identify what people need to live. Sequence the stages of human growth. Identify and name body parts. Ask questions and make observations about people.
Related Maine Learning Results	<p><u>Science</u></p> <p>B. The Skills and Traits of Scientific Inquiry and Technological Design</p> <p>B1. Skills and Traits of Scientific Inquiry</p> <p>Students conduct and communicate results of simple investigations.</p> <p>a. Ask questions and make observations about objects, organisms, and events in the environment.</p> <p>A. Unifying Themes</p> <p>A3. Constancy and Change</p> <p>Students observe that in the physical setting, the living environment, and the technological world some things stay the same.</p> <p>a. Describe the size, weight, color, or movement of things over varying lengths of time and note qualities that change or remain the same.</p> <p>E. The Living Environment</p> <p>E3. Cells</p> <p>Students describe parts and wholes of living things, their basic needs, and the structures and processes that help them stay safe.</p> <p>b. List the basic things that most organisms need to survive.</p> <p>E4. Heredity and Reproduction</p> <p>Students describe the cycle of birth, development, and death in different organisms and the ways in which organisms resemble their parents.</p> <p>a. Give examples of how organisms are like their parents and not like them.</p>

<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Sort and classify people according to characteristics. ▪ Label basic body parts. ▪ Sequence the stages of growth pictures. ▪ Draw self-portraits and surround them with items that are needed for survival. ▪ Complete a body puzzle.
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Self-portrait in fall and spring.
<p>Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <u>The Growing Up Tree</u> by Vera Rosenberry ○ <u>Quick as a Cricket</u> – Audrey Wood ○ <u>Ruby In Her Own Time</u> – Jonathan Emmett ○ <u>Russell Sprouts</u> – Johanna Hurwitz ○ <u>“Wait For Me!” Said Maggie McGee</u> – Jean Van Leeuwen ○ <u>When I Was Five</u> – Arthur Howard