

CURRICULUM MAP

SUBJECT: SCIENCE

2nd GRADE LEVEL

Units	Essential Question	Content	Skills	Assessment	Standards
Marking Period 1	<p>Why can't all animals and plants live in the same place?</p> <p>How do living things adapt to their surroundings?</p> <p>How do our actions affect plants and animals?</p> <p>What makes a place a good home?</p>	Habitats	<p>Identify/compare/contrast characteristics of different habitats (temperate forests, rainforests, deserts, oceans, etc.)</p> <p>Identify plants/animals within a habit.</p> <p>Habitats provide food, water, shelter for plants and animals</p> <p>Identify how humans impact habitats</p> <p>Recognize animal adaptations within a habitat</p> <p>Organisms are interdependent within a habitat (they provide food and shelter to one another)</p>	<p>*Class participation</p> <p>*Unit review</p> <p>*Unit Test</p> <p>*create a habitat (cricket, bird, etc)</p> <p>*Create a class book about habitats</p> <p>*Responses to literature titles on habitats</p> <p>*Habitat Logbook</p> <p>*Habitat activity sheets</p> <p>*Performance Task</p>	<p>5.3.2.C.2,</p> <p>5.3.2.B.2,</p> <p>5.3.4.C.1,</p> <p>5.3.2.C.3,</p> <p>5.3.4.E.1</p>

<p>Marking Period 2</p>	<p>*Where does the sun go at night? Where does the moon go during the day?</p> <p>*Why does the moon have different shapes in the night sky?</p> <p>*How would life be different without the sun?</p> <p>*What makes the sun, moon and stars shine?</p>	<p>Earth & Sky</p>	<p>The sun is a star seen during the day</p> <p>The sun lights/warms the earth; provides energy for plants to grow</p> <p>The sun provides solar energy in the form of coal, oil and direct heat</p> <p>Recognize what causes day/night</p> <p>Describe characteristics of sun (what it is made of, distance from earth, size in comparison to earth/stars)</p> <p>Understand how the sun affects animals</p> <p>Identify objects in the night sky</p> <p>Describe characteristics of moon/stars</p> <p>Compare contrast sun/moon/stars</p> <p>Stars can be grouped in constellations</p> <p>Moonlight is reflected sunlight</p> <p>Describe what causes the phases of the moon</p> <p>Describe/illustrate the various phases of the moon</p> <p>Learn/apply vocabulary such as revolve, rotate, craters, constellations, phases, etc.</p>	<p>*Participation</p> <p>*Observing/recording moon's phases and explaining changes</p> <p>*Sun/Moon Quizzes</p> <p>* Essay responses</p> <p>* completion of various experiments</p> <p>* Six Facets:</p> <ul style="list-style-type: none"> -Demo how day & night happen -Create a constellation -Compare/contrast sun, moon, stars -Imagine you're the sun & explain how you help living things on earth -Reflect on the effect distance has on the appearance of size -Illustrate & label one way the earth's rotation effects your life -Performance Task 	<p>5.2.2.C.1,</p> <p>5.4.2.E.1,</p> <p>5.2.2.C.2,</p> <p>5.3.2.B.1,</p> <p>5.4.2.A.1,</p>
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<p>Marking Period 3</p>	<p>Why do astronauts float in space? Why don't we float here on earth?</p> <p>What would earth be like with no gravity?</p> <p>Have you ever made something move? How did you do it?</p> <p>How do different surfaces effect an object's movement?</p> <p>Why do you think some objects move faster/slower than others?</p> <p>How/When have you used batteries?</p> <p>How would using a machine make a job easier?</p>	<p>Force/ Motion/ Energy</p>	<p>Batteries supply energy to provide light,sound, heat</p> <p>Number/size of batteries determines amount of heat, brightness or volume of sound</p> <p>Objects move in different ways</p> <p>Investigate various ways inanimate objects can move (fast/slow, straight/circular, back/forth, etc)</p> <p>A force is a push or pull</p> <p>Speed is related to how strongly it is pushed/pulled</p> <p>Friction affects push/pull</p> <p>Magnets can repel and attract each other</p> <p>Magnets attract all matter made of iron</p> <p>Magnets can make things move without being touched</p>	<p>*Participation in class experiments/discussions</p> <p>*Performance Event: Push/Pull (sorting pictures and completing venn diagram)</p> <p>*Paper Cup and Pencil Group Task</p> <p>*Create a poster showing pushes and pulls.</p> <p>*Assessment Project Choices: plan a playground, make a chart, invent a ride, draw a picture</p> <p>*Marble Moving Machine Invention</p> <p>* Vocabulary Quiz</p> <p>* Unit test</p> <p>*Performance Task</p>	<p>5.2.2.D.1, 5.2.2.E.1, 5.2.2.E.2, 5.2.2.E.3</p>
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<p>Making Period 4</p>	<p>*What do people need to grow? What do you think plants need to grow?</p> <p>*What kinds of plants/flowers have you seen?</p> <p>*What would the world be like without soil and/or plants?</p> <p>*How do people and animals affect soil and/or plants?</p> <p>*How do we use soil?</p> <p>*Think about places you have been...how is the soil alike/different than how it is here?</p>	<p>Plants/ Soils</p>	<p>Use science tools to investigate the properties of soils.</p> <p>Use multi sensory approach to observe the properties of soil.</p> <p>Discover properties of soil when wet, dry, hard , soft, heavy and light.</p> <p>Set up compose bags to observe/describe the changes that occur over time as a soil is made.</p> <p>Learn the importance of recycling organic matter and the effect worms have on soil.</p>	<p>* Written test on Plants</p> <p>* Write a letter to a newspaper that will inform readers about how their actions affect the soil. Use vocabulary learned in the unit.</p> <p>* Explain the decomposition process to a Kindergartener. Use pictures and writing to explain how it works</p> <p>*Teacher observation of completion of experiments/labs</p> <p>*Written responses in student Soils Logs</p> <p>*Germinate seeds, watch them grow into plants. Keep a log of plant growth.</p> <p>*Performance Task</p>	<p>2.5.3.2.B.a, 2.5.3.2.B.1, 2.5.3.2.B.c, 2.5.3.2.B.3, 2.5.3.2.B.C, 2.5.4.2.E.a , 5.2.2.A.1, 5.3.2.B.3, 5.4.2.C.1, 5.4.6.C.1</p>
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