## **ELEMENTARY SCIENCE GRADE 2 CURRICULUM**

## **Course 50220**

Second grade students will learn thebasic principles and practices of science in an integrated program. They study topics from Biology, Physical science, Earth science, and Ecology. Student will conduct investigations posing hypotheses, making observations, using scientific tools to collect data, analyze data, represent findings in models and draw conclusions. Major topics to be studies are: plant and animal adaptations to their habitats, natural resources, weather and seasons, fossils and dinosaurs, the properties of matter, forms of energy, forces and motion, the Solar System, and technology in our world.

## **SECOND GRADESCIENCE OUTLINE:**

Goals	Skills	Summative Assessments	Time Frame	Main Resources
<ul> <li>Learn that living things have unique characteristics which differ from nonliving things.</li> <li>Identify similarities and differences in the life cycles of plants and animals.</li> <li>Explain how parts of a plant work together to make the plant function.</li> <li>Explain that living things can only survive if their needs are being met.</li> <li>Recognize that everything is made of matter.</li> <li>Explore and describe how different forms of energy cause changes.</li> <li>Recognize that light from the sun is an important source of energy for living and nonliving systems.</li> <li>Know that water exists in solid (ice) and liquid (water) form.</li> <li>Describe how a plant or an animal is dependent on living and nonliving things in a habitat.</li> <li>Describe how adaptations are important for survival.</li> <li>Identify products and by-products derived from renewable resources.</li> <li>Identify how people can reduce pollution.</li> </ul>	<ul> <li>Participate in investigations about living and/or nonliving things to answer a question or to test a prediction.</li> <li>Participate in simple investigations of physical characteristics of living things from the same species to answer a question or test a prediction.</li> <li>Participate in simple investigations of changes in animals to answer a question or test a prediction.</li> <li>Experiment and explain what happens when two or more substances are combined.</li> <li>Participate in simple investigations of energy and motion to answer a question or to test a prediction.</li> <li>Participate in simple investigations of earth structures, processes, and cycles to answer a question or to test a prediction.</li> <li>Observe, describe, and predict seasonal patterns of sunrise and sunset.</li> <li>Identify various technologies used in our lives.</li> </ul>	ChapterAssessments	1-year	Scott Foresman Science

## **SECONDGRADESCIENCE MAP:**

TIME	BIG IDEAS	CONCEPTS	ESSENTIAL	STANDARDS	OBJECTIVES	DIFFERENTIATI	ASSESSMENT
FRAME			QUESTIONS			ON	
Chpt. 1 (Weeks 1-2)	Chapter 1: All About Plants  Lesson 1: Parts of a Plant  Lesson 2: Seed Germination  Lesson 3: Grouping of Plants  Lesson 4: Adaptation of Woodland Plants  Lesson 5: Adaptation of Prairie Plants  Lesson 6: Adaptation of Desert Plants  Lesson 7: Adaptation of Marsh Plants	Lesson 1 a. Nutrients b. Plant needs c. Parts of a Plant d. Importance of Flowers  Lesson 2 a. Difference of Fruits b. Traveling of the fruit of a maple tree  Lesson 3 a. Plant part that protects seeds b. Seeds of pine trees c. Location of Ferns  Lesson 4 a. Pine tree leaves b. Similarity of pine and maple trees c. Conditions of streams and rivers d. Leaves of a fanwort  Lesson 5 a. Prairie environment b. Looks of a goldenrod  Lesson 6 a. Protecting the leaves of an octopus tree b. The effects of shade on a desert plant	Chapter 1: What do living things need?  • Lesson 1: What are parts of a plant?  • Lesson 2: How are seeds scattered?  • Lesson 3: How are plants grouped?  • Lesson 4: How are some woodland plants adapted?  • Lesson 5: How are some prairie plants adapted?  • Lesson 6: How are some desert plants adapted?  • Lesson 7: How are some marsh plants adapted?	3.1.2.A3 Identify similarities and differences in the life cycles of plants and animals.  3.1.2.A5 Explain how different parts of a plant work together to make the organism function.  3.1.2.A9 • Distinguish between scientific fact and opinion. • Ask questions about objects, organisms, and events. • Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. • Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. • Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. • Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. • Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists.  3.1.2.C2 Explain that living things can only	Lesson 1:  The student knows the basin needs of all living things.  The student knows the main parts of a plant. Lesson 2:  The student understands that structures of living things are adapted to their function in specific environments. Lesson 3:  The student knows that the structural characteristics of plant and animals are used to group them. Lesson 4:  The student understands that structures of living things are adapted to their function in specific environments.  The student understands that structures of living things are adapted to their function in specific environments.  The student understands that living organisms need to be adapted to their environment to survive. Lesson 5:  The student understands that the amount of food, water,	Lesson 1: Science Content Transparency 1 Workbook, p. 1 Graphic Organizer Transparency 1 Vocabulary Cards Activity book, p. 31-32 Workbook, p. 4 Quick Study, pp. 2-3 Every Student Learns, p. 2 Lesson 2 Workbook, p. 5 Quick Study, pp. 4-5 Every Student Learns, p. 3 Lesson 3 Workbook, p. 6 Quick Study, pp. 6-7 Every Student Learns, p. 4 Lesson 4 Workbook, p. 7 Quick Study, pp. 8-9 Every Student Learns, p. 5 Lesson 5 Workbook, p. 8	Lesson 1: Scaffold Questions, TE, pp. 7, 9 Checkpoint Questions, SE, pp. 9 Chapter Review, SE, pp. 30-31 Vocabulary Boxes Science Journal Entry Plant Flip Book  Lesson 2: Scaffold Questions, TE, p. 11 Checkpoint Questions, SE, p. 10 Predict, SE, p. 10 Vocabulary Boxes Science Journal Entry Lesson 3: Scaffold Questions, TE, pp. 13, 15 Checkpoint Questions, TE, pp. 13, 15 Checkpoint Questions, SE, pp. 13, 14 Vocabulary Boxes Science Journal Entry  Lesson 4: Scaffold Questions, TE, pp. 17, 19 Checkpoint Questions, TE, pp. 17, 19 Checkpoint Questions, SE, pp.

					T
Lesson 7		survive if their needs are being met.	space, and shelter needed is	Quick Study, pp. 10-11	17, 18 Chapter Review,
a. Marsh	'	net.	dependent on the	Every Student	SE, pp. 30-31
environment		S.K-2.A.1.1.1	size and kind of	Learns, p. 6	Vocabulary
b. Plants that trap		dentify a scientific fact as	living things.	Loams, p. o	Boxes
animals		something that can be observed	Lesson 6:	Lesson 6	Science Journal
ariiriais		using the five senses.	The student	Workbook, p.	Entry
		doing the five defices.	knows that	9	Litty
		S.K-2.A.1.1.2	animals and	Quick Study,	Lesson 5:
		dentify examples of technology.	plants can be	pp. 12-13	2000011 0.
		dermiy examples of teermology.	associated with	Every Student	Scaffold
	;	S.K-2.A.1.1.3	their environment	Learns, p. 7	Questions, TE, p.
		Describe how technology can help	by an	, i	7, 9
		people (e.g., home appliances,	examination of	Lesson 7	Checkpoint
		ohones, computers,	their physical	Workbook, p.	Questions, SE, p. 9
		transportation).	characteristics.	10	Chapter Review,
		•	Lesson 7:	Quick Study,	SE, pp. 30-31
	;	S.K-2.A.2.1.1	The student	pp. 14-15	Vocabulary
		Understand that making a change	understands that	Every Student	Boxes
		to an investigation may change	structures of	Learns, p. 8	Science Journal
		the outcome(s) of the	living things are		Entry
	i	nvestigation.	adapted to their	Assessment	
			function in	Book, pp. 1-4	Lesson 6:
		S.K-2.A.2.1.2	specific		Scaffold
		Describe outcomes of an	environments.		Questions, TE, p.
	i	nvestigation.	<ul> <li>The student</li> </ul>		23
			knows that plants		Checkpoint
		S.K-2.A.2.2.1	and animals are		Questions, SE, p.
		dentify simple tools that can be	adapted to		22
		used in an investigation (e.g.,	different ranges		Vocabulary
		measuring cup, hand lens, ruler,	of temperature		Boxes
	1	palance scale, thermometer).	and moisture.		Science Journal
		S.K-2.A.3.1.1			Entry
		Describe a system as being made			
		of multiple parts that work			•
		together.			Lesson 7:
	[ ]	9			Scaffold
	!	S.K-2.B.1.1.1			Questions, TE, p.
		Describe basic external structures			25
		of animals and plants.			Checkpoint
					Questions, SE, p.
	;	S.K-2.B.1.1.2			24
		dentify a plant or animal based on			Predict, SE, p 24
	6	a given life cycle stage (e.g.,			Vocabulary
		outterfly, frog, seed-producing			Boxes
	Li	olant).			Science Journal
					Entry
					Chapter Review,
					SE, pp. 30-31
					Chantar 4
					Chapter 1

Chapter 2: All About   Animals   a. Main Group of Animals   b. Lesson 1: Animals with Backbones   Lesson 2: Adaptation of Birds   Lesson 3: Adaptation of Birds   Lesson 6: Adaptation of Birds   Lesson 6: Adaptation of Reptities   Lesson 6: Adaptation of Amphibians   Lesson 7: Animals without Backbones   Lesson 6: Adaptation of Amphibians   Lesson 7: Animals without Backbones.   Lesson 7: Animals without Backbones   Lesson 6: Adaptation of Amphibians   Lesson 7: Animals without Backbones   Lesson 6: Adaptation of Amphibians   Lesson 7: Animals without Backbones   Lesson 7: Animals without Backbones   Lesson 6: Adaptation of Amphibians   Lesson 7: Animals without Backbones   Lesson 6: Adaptation of Amphibians   Lesson 7: Animals without Backbones   Lesson 6: Adaptation of Amphibians   Lesson 7: Animals without Backbones   Lesson 6: Adaptation of Amphibians   Lesson 7: Animals without Backbones   Lesson 6: Adaptation of Amphibians   Lesson 7: Animals without Backbones   Lesson 6: Adaptation of Amphibians   Lesson 7: Animals without Backbones   Lesson 6: Adaptation of Amphibians   Lesson 7: Animals without Backbones   Lesson 6: Adaptation of Amphibians   Lesson 7: Animals without Backbones   Lesson 6: Adaptation of Amphibians   Lesson 7: Animals without Backbones   Lesson 6: Adaptation of Amphibians   Lesson 7: Animals without Backbones   Lesson 6: Adaptation of Amphibians   Lesson 7: Animals without Backbones   Lesson 6: Adaptation of Amphibians   Lesson 7: Animals without Backbones   Lesson 6: Adaptation of Amphibians   Lesson 7: Animals without Backbones   Lesson 6: Adaptation of Amphibians   Lesson 7: Animals without Backbones   Lesson 6: Adaptation of Amphibians   Lesson 7: Animals without Backbones   Lesson 6: Adaptation of Amphibians   Lesson 7: Animals without Backbones   Lesson 6: Adaptation of Amphibians   Lesson 7: Animals without Backbones   Lesson 6: Adaptation of Amphibians   Lesson 7: Animals without Backbones   Lesson 6: Animal without Backbones   Lesson 6: Animal without Backbones   Lesson 7: Ani								Assessment
	(Weeks	Animals  Lesson 1: Animals with Backbones  Lesson 2: Adaptation of Mammals  Lesson 3: Adaptation of Birds  Lesson 4: Adaptation of Fish  Lesson 5: Adaptation of Reptiles  Lesson 6: Adaptation of Amphibians  Lesson 7: Animals without	a. Main Group of Animals b. Similarity of deer and skunks c. Similarities of birds, fish, reptiles, amphibians, and mammals d. Location of animals with backbones Lesson 2 a. Naming of mammals b. Helpfulness of camouflage c. Chipmunk planning for winter Lesson 3 a. What a hummingbird eats b. Penguin wings Lesson 4 a. Porcupine fish protecting itself b. Spikes as an adaptation c. Catfish and their use of feelers Lesson 5 a. Naming reptiles b. Use of chameleon's tongue to catch food c. Color of desert animals Lesson 6 a. Adaptation of a frog to live in a moist environment	are animals different from each other?  • Lesson 1: What are some animals with backbones?  • Lesson 2: What are some ways mammals are adapted?  • Lesson 3: What are some ways birds are adapted?  • Lesson 4: What are some ways fish are adapted?  • Lesson 5: What are some ways reptiles are adapted?  • Lesson 6: What are some ways reptiles are adapted?  • Lesson 6: What are some ways amphibians are adapted?  • Lesson 7: What are some animals without	Identify similarities and differences in the life cycles of plants and animals.  3.1.2.B6 • Distinguish between scientific fact and opinion. • Ask questions about objects, organisms, and events. • Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. • Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. • Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. • Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. • Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists.  3.1.2.C2 Explain that living things can only survive if their needs are being met.  4.1.2.A Describe how a plant or an animal is dependent on living and nonliving things in an aquatic	The student knows selected resources used by people for water, food, and shelter are limited and necessary for their survival. Lesson 2: The student extends and refines knowledge that the surface of Earth is composed of different types of solid materials that come on all sizes.  Lesson 3: The student knows selected resources used by people for water, food, and shelter are limited and necessary for their survival. Lesson 4: The student understands the process of weathering and erosion.  Lesson 5: The student knows that human beings cause changes in their environment, and these changes can be positive or negative. The student knows ways that human activity	Science Content Transparency 2 Workbook, p. 15 Graphic Organizer Transparency 2 Vocabulary Cards Activity Book, pp. 39-40 Web Game Work Book, p. 18 Quick Study, pp. 16-17 Every Student Learns, p. 11 Lesson 2 Workbook, p. 19 Quick Study, pp. 18-19 Every Student Learns, p. 12 Lesson 3 Workbook, p. 20 Quick Study, pp. 20-21 Every Student Learns, p. 13 Lesson 4 Workbook, p. 21 Quick Study, pp. 22-23 Every Student Learns, p. 14 Lesson 5 Workbook, p. 22 Quick Study,	Scaffold Questions, TE, pp. 39, 41 Checkpoint Questions, SE, p. 41 Chapter Review, SE, pp. 60-61 Alike and Different, SE, p. 41 Vocabulary Boxes Science Journal Entry Lesson 2: Scaffold Questions, TE, p. 43 Checkpoint Questions, SE, p. 43 Chapter Review, SE, pp. 60-61 Vocabulary Boxes Science Journal Entry Lesson 3: Scaffold Questions, TE, p. 45 Checkpoint Questions, TE, p. 45 Checkpoint Questions, TE, p. 45 Checkpoint Questions, SE, p. 45 Alike and Different, SE, p. 45 Vocabulary Boxes Science Journal Entry Lesson 4: Scaffold Questions, TE, p. 47 Checkpoint

hot	4.1.2.D	environment	Learns, p. 15	Chapter Review,
Lesson 7	Identify differences in living things			SE, pp. 60-61
a. Use of insects	(color, shape, size, etc.) and		Lesson 6	Vocabulary
antennae	describe how adaptations are		Workbook, p.	Boxes
b. Environment of	important for survival.		23	Science Journal
a walking-stick			Quick Study,	Entry
c. Octopus and	4.1.2.E		pp. 26-27	
the use of its	Identify how living things survive		Every Student	Lesson 5:
suction cups	changes in their environment.		Learns, p. 16	Scaffold
d. Spiders	21/21/11			Questions, TE, p.
trapping flies	S.K-2.A.1.1.1		Lesson 7	49
and other	Identify a scientific fact as		Workbook, p.	Checkpoint
insects	something that can be observed		24 Ouigk Study	Questions, SE, p.
	using the five senses.		Quick Study, pp. 28-29	49 Vocabulary
	S.K-2.A.1.1.2		Every Student	Boxes
	Identify examples of technology.		Learns, p. 17	Science Journal
	identity examples of technology.		Assessment	Entry
	S.K-2.A.1.1.3		Book, pp. 5-8	
	Describe how technology can help		Воок, рр. о о	Lesson 6:
	people (e.g., home appliances,			Scaffold
	phones, computers,			Questions, TE, p.
	transportation).			51
				Checkpoint
	S.K-2.A.2.1.1			Questions, SE, p.
	Understand that making a change			51
	to an investigation may change			Chapter Review,
	the outcome(s) of the			SE, pp. 60-61
	investigation.			Vocabulary
				Boxes
	S.K-2.A.2.1.2			Science Journal
	Describe outcomes of an			Entry
	investigation.			
	01/01/01/01			
	S.K-2.A.2.2.1			L
	Identify simple tools that can be used in an investigation (e.g.,			Lesson 7: Scaffold
	measuring cup, hand lens, ruler,			Questions, TE, pp.
	balance scale, thermometer).			53, 55
	balarios scale, tricimometer).			Checkpoint
	S.K-2.A.3.1.1			Questions, SE, pp.
	Describe a system as being made			53, 55
	of multiple parts that work			Chapter Review,
	together.			SE, pp. 60-61
	1-9			Vocabulary
	S.K-2.B.1.1.1			Boxes
	Describe basic external structures			Science Journal
	of animals and plants.			Entry
	S.K-2.B.1.1.2			Chapter 2
	Identify a plant or animal based on			Assessment
	a given life cycle stage (e.g.,			

Chpt. 3 (Weeks 5-6)	Chapter 3: Earth's Land, Air, and Water • Lesson 1: Natural Resources • Lesson 2: Comparing Rocks and Soil • Lesson 3: Use of Plants • Lesson 4: The Changing of Earth • Lesson 5: Protecting the Earth	Lesson 1 a. Natural Resources b. Name natural resources c. Uses of Water d. Importance of Air Lesson 2 a. Rock b. Comparing and Contrasting rocks and sand c. Importance of rocks d. Make up of soil e. Differences of sandy soil and humus Lesson 3 a. Importance of plants b. Cotton plant Lesson 4 a. Weathering b. Plants preventing erosion Lesson 5 a. Pollution b. Reducing pollution c. Recycle d. Things to be recycled	Chapter 3: What are Earth's natural resources?  • Lesson 1: What are natural resources?  • Lesson 2: What are rocks and soil like?  • Lesson 3: How do people use plants?  • Lesson 4: How does Earth change?  • Lesson 5: How can people help protect Earth?	butterfly, frog, seed-producing plant).  S.K-2.B.3.2.1 Identify natural events (e.g., fire, flood, extreme weather) and human actions (e.g., road construction, pollution, urban development, dam building) that can impact an ecosystem.  3.3.A Earth Structure, Processes and Cycles  4.3.2.B Identify products and by-products derived from renewable resources.  4.4.2.A Identify agriculture as a living system and that food and fiber originate from plants and animals.  4.4.2.B Explain how agriculture supports jobs in Pennsylvania.  4.5.2.A Identify the natural resources used to make various products.  4.5.2.C Identify how people can reduce pollution.  4.5.2.D Describe how people can help the environment by reducing, reusing, recycling and composting.  S.K-2.B.3.2.1 Identify natural events (e.g., fire, flood, extreme weather) and human actions (e.g., road	Lesson 1:  The student knows selected resources used by people for water, food, and shelter are limited and necessary for their survival.  Lesson 2:  The student extends and refines knowledge that the surface of Earth is composed of different types of solid materials that come on all sizes.  Lesson 3:  The student knows selected resources used by people for water, food, and shelter are limited and necessary for their survival.  Lesson 4:  The student understands the process of their survival and the composes of the control of	Lesson 1 Science Content Transparency 5 Workbook, p. 55 Graphic Organizer Transparency 1 Vocabulary Cards Activity Book, pp. 65-66 Web Game Work Book, p. 58 Quick Study, pp. 54-55 Every Student Learns, p. 32 Lesson 2 Workbook, p. 59 Quick Study, pp. 56-57 Every Student Learns, p. 33 Lesson 3 Workbook, p. 60 Quick Study, pp. 58-59 Every Student	Lesson 1: Scaffold Questions, TE, pp. 143,145 Checkpoint Questions, SE, p. 144 Chapter Review, SE, pp. 164-165 Vocabulary Boxes Science Journal Entry  Lesson 2: Scaffold Questions, TE, pp. 147,149 Checkpoint Questions, SE, pp. 147, 149 Chapter Review, SE, pp. 164-165 Picture Clues SE, p. 149 Vocabulary Boxes Science Journal Entry  Lesson 3: Scaffold Questions, TE, p. 151 Checkpoint
		c. Recycle		Identify natural events (e.g., fire, flood, extreme weather) and human actions (e.g., road construction, pollution, urban development, dam building) that can impact an ecosystem.  S.K-2.B.3.3.1 Identify methods of recycling and reusing resources.	understands the		- I

					their environment, and these changes can be positive or negative.  The student knows ways that human activity affects the environment	Every Student Learns, p. 35 Lesson 5 Workbook, p. 62 Quick Study, pp. 62-63 Every Student Learns, p. 36 Assessment Book, pp. 31-34	Boxes Science Journal Entry  Lesson 4: Scaffold Questions, TE, p. 153 Checkpoint Questions, SE, p. 153 Chapter Review, SE, pp. 164-165 Vocabulary Boxes Science Journal Entry  Lesson 5: Scaffold Questions, TE, pp. 155, 157 Checkpoint Questions, SE, pp. 155, 157 Chapter Review, SE, pp. 164-165 Vocabulary Boxes Science Journal Entry  Chapter 3 Assessment
Chpt. 4 (Weeks	Chapter 4: Earth's Weather and	Lesson 1 a. Weather	Chapter 4: How does weather	3.1.2.C4 • Distinguish between scientific	Lesson 1:  • The student	Lesson 1 Science	Lesson 1: Scaffold
7-8)	Seasons  Lesson 1: Types of Weather  Lesson 2: Water Cycle  Lesson 3: Spring  Lesson 4: Summer  Lesson 5: Fall  Lesson 6: Winter  Lesson 7: Types of Bad Weather	b. Comparing weather c. Effects of the weather d. Different types of weather Lesson 2 a. Water Cycle b. Water Cycle and the effect on the amount of water c. Lesson 3 d. Plants growing in Spring Lesson 4	change?  Lesson 1: What are some kinds of weather?  Lesson 2: What is the water cycle?  Lesson 3: What is spring?  Lesson 4: What is summer?  Lesson 5: What is fall?	fact and opinion. • Ask questions about objects, organisms, and events. • Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. • Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. • Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on	knows that weather conditions occur in patterns over time. Lesson 2: • The student knows that most natural events occur in patterns. Lesson 3: • The student knows that weather conditions occur	Content Transparency 6 Workbook, p. 67 Graphic Organizer Transparency 7 Vocabulary Cards Activity Book, pp. 73-74 Web Game Work Book, p. 70 Quick Study, pp. 64-65	Questions, TE, pp. 177, 175 Checkpoint Questions, SE, p. 177 Chapter Review, SE, pp. 198-199 Vocabulary Boxes Science Journal Entry Lesson 2: Scaffold Questions, TE, p. 179

a. Summer	• Lesson 6:	their senses to gather information.	in patterns over	Every Student	Checkpoint
weather	What is winter?	Use data/evidence to construct	time. Lesson 4:	Learns, p. 38	Questions, SE, p.
b. Activities in	• Lesson 7:	explanations and understand that		Locano 2	-
summer Lesson 5	What are some	scientists develop explanations based on their evidence and	The student	Lesson 2 Workbook, p.	Chapter Review, SE, pp. 198-199
a. Comparing fall	kinds of bad	compare them with their current	knows that weather	71	Draw
weather to	weather?	scientific knowledge.	conditions occur	Quick Study,	Conclusions, SE, p.
summer		Communicate procedures and	in patterns over	pp. 66-67	179
weather		explanations giving priority to	time.	Every Student	Vocabulary
b. Bird migration		evidence and understanding that	Lesson 5:	Learns, p. 39	Boxes
Lesson 6		scientists make their results	The student	20amo, p. 00	Science Journal
a. Weather in		public, describe their	knows that	Lesson 3	Entry
winter		investigations so they can be	weather	Workbook, p.	
b. Comparing		reproduced, and review and ask	conditions occur	72	Lesson 3:
winter weather		questions about the work of other	in patterns over	Quick Study,	Scaffold
to summer		scientists.	time.	pp. 68-69	Questions, TE, p.
weather			Lesson 6:	Every Student	181
Lesson 7		3.2.2.B2	The student	Learns, p. 40	Checkpoint
a. Thunderstorm		Explore and describe how	knows that		Questions, SE, p.
b. Effects of a		different forms of energy cause	weather	Lesson 4	180
thunderstorm		changes. (e.g., sunlight, heat,	conditions occur	Workbook, p.	Chapter Review,
		wind)	in patterns over	73	SE, pp. 198-199
		01/ 0 4 4 4	time.	Quick Study,	Vocabulary
		S.K-2.A.1.1.1	Lesson 7:	pp. 70-71	Boxes Science Journal
		Identify a scientific fact as	The student	Every Student	
		something that can be observed using the five senses.	recognizes	Learns, p. 41	Entry
		using the live senses.	patterns in	Lesson 5	Lesson 4:
		S.K-2.A.1.1.2	weather.	Workbook, p.	Scaffold
		Identify examples of technology.		74	Questions, TE, p.
		raditary examples of teelinelegy.		Quick Study,	183
		S.K-2.A.1.1.3		pp. 72-73	Checkpoint
		Describe how technology can help		Every Student	Questions, SE, p.
		people (e.g., home appliances,		Learns, p. 42	182
		phones, computers,		, ,	Chapter Review,
		transportation).		Lesson 6	SE, pp. 198-199
				Workbook, p.	Vocabulary
		S.K-2.A.2.1.1		75	Boxes
		Understand that making a change		Quick Study,	Science Journal
		to an investigation may change		pp. 74-75	Entry
		the outcome(s) of the		Every Student	
		investigation.		Learns, p. 43	Lesson 5: Scaffold
		S.K-2.A.2.1.2		Lesson 7	Questions, TE, p.
		Describe outcomes of an		Workbook, p.	185
		investigation.		76	Checkpoint
		-		Quick Study,	Questions, SE, p.
		S.K-2.A.2.2.1		pp. 76-77	184
		Identify simple tools that can be		Every Student	Draw
		used in an investigation (e.g.,		Learns, p. 44	Conclusions, SE, p.
		measuring cup, hand lens, ruler,		Assessment	184
		balance scale, thermometer).		Book, pp. 35-3	Chapter Review,

							CE no 100 100
				S.K-2.A.3.1.1			SE, pp. 198-199
				Describe a system as being made			Vocabulary Boxes
				of multiple parts that work			Science Journal
				together.			Entry
							Lesson 6: Scaffold Questions, TE, p. 187
							Checkpoint Questions, SE, p.
							186 Chapter Review,
							SE, pp. 198-199 Vocabulary
							Boxes
							Science Journal
							Entry
							Lesson 7:
							Scaffold
							Questions, TE, pp.
							189, 191, 193
							Checkpoint Questions, SE, p.
							188, 190, 192
							Draw
							Conclusions, SE, p. 192
							Chapter Review,
							SE, pp. 198-199
							Vocabulary
							Boxes
							Science Journal
							Entry
							Water Filter Rubric
							Chapter 4
							Assessment
Chpt. 5	Chapter 5: Fossils	Lesson 1	Chapter 5: How	3.1.2.C2	Lesson 1:	Lesson 1	Explain Your
(Week 9-	and Dinosaurs	a. Fossils	can people learn	Explain that living things can only	The student	Science	Results, SE, p. 204
10)	• Lesson 1:	b. Types of fossils	about the Earth	survive if their needs are being	describes how	Content	
	Learning about the	c. Fossil make up	long ago?	met.	fossils are	Transparency 7	Activity Rubric
1	Past	Lesson 2	Lesson 1: How	2 1 2 02	formed.	Workbook, p.	Loopon 1:
	Lesson 2:  Lesson 2:	a. Extinct plants	can we learn	3.1.2.C3 CONSTANCY AND CHANGE	Lesson 2:	81 Graphic	Lesson 1: Scaffold
	Learning about	and animals b. Comparing	about the past?	Describe some plants and animals	The student     avalains how	Organizer	Questions, TE, pp.
	Fossils	Archaeopteryx	Lesson 2:	that once lived on Earth, (e.g.,	explains how	Transparency 3	207, 209
	1	/ ii oi iacopici y X	<u> </u>	mat shoo had on Lann, (o.g.,	l	Transparonoy 0	201, 200

	1	T		T -	T	
• Lesson 3:	to a bird today	What can we	dinosaurs) but cannot be found	fossils give	Vocabulary	Checkpoint
Dinosaurs	c. Importance of	learn from	anymore. Compare them to now	information about	Cards	Questions, SE, p.
<ul><li>Lesson 4: New</li></ul>	fossils	fossils?	living things that resemble them in	plants and	Activity Book,	209
Discoveries	Lesson 3	<ul><li>Lesson 3:</li></ul>	some way (e.g. lizards and birds).	animals that lived	pp. 75-76	Chapter Review,
	a. Dinosaurs	What were		on Earth long	Work Book, p.	SE, pp. 222-223
	b. Animals today	dinosaurs like?	3.2.2.B6	ago.	84	Retell, SE, p.
	c. Description of	• Lesson 4:	ENERGY Recognize that light	Lesson 3:	Quick Study,	209
	a Stegosaurus	What are some	from the sun is an important	The student	pp. 78-79	Vocabulary
	Lesson 4	new	source of energy for living and	describes	Every Student	Boxes
	a. Oviraptor eggs	discoveries?	nonliving systems and some	different	Learns, p. 46	Science Journal
			source of energy is needed for all	dinosaurs that	Lagger	Entry
			organisms to stay alive and grow.	lived on Earth	Lesson 2	Locan 2:
			3.2.2.B7	long ago.	Workbook, p.	Lesson 2: Scaffold
				Lesson 4:		
			Distinguish between scientific  fact and oninion • Ask questions	The student	Quick Study,	Questions, TE, p. 211
			fact and opinion. • Ask questions about objects, organisms, and	explains are new	pp. 80-81 Every Student	Checkpoint
			events. • Understand that all	discoveries are	Learns, p. 47	Questions, SE, p.
			scientific investigations involve	made by paleontologists	Εσαιτίο, ρ. τι	211
			asking and answering questions	paieoriologisis	Lesson 3	Chapter Review,
			and comparing the answer with		Workbook, p.	SE, pp. 222-223
			what is already known. • Plan and		86	Retell, SE, p.
			conduct a simple investigation and		Quick Study,	211
			understand that different		pp. 82-83	Vocabulary
			questions require different kinds of		Every Student	Boxes
			investigations. • Use simple		Learns, p. 48	Science Journal
			equipment (tools and other			Entry
			technologies) to gather data and		Lesson 4	
			understand that this allows		Workbook, p.	Lesson 3:
			scientists to collect more		87	Scaffold
			information than relying only on		Quick Study,	Questions, TE, pp.
			their senses to gather information.		pp. 84-85	213, 215
			Use data/evidence to construct		Every Student	Checkpoint
			explanations and understand that		Learns, p. 49	Questions, SE, pp.
			scientists develop explanations		Assessment	213, 215
			based on their evidence and		Book, pp. 39-42	Chapter Review,
			compare them with their current			SE, pp. 222-223
			scientific knowledge.			Vocabulary
			Communicate procedures and			Boxes
			explanations giving priority to			Science Journal
			evidence and understanding that			Entry
			scientists make their results public, describe their			Lesson 4:
			investigations so they can be			Lesson 4: Scaffold
			reproduced, and review and ask			Questions, TE, p.
			questions about the work of other			217
			scientists.			Checkpoint
			00.0.1110101			Questions, SE, p.
			4.1.2.D			217
			Identify differences in living things			Chapter Review,
			(color, shape, size, etc.) and			SE, pp. 222-223
			describe how adaptations are			Vocabulary

				important for survival.			Boxes
							Science Journal
				4.1.2.E			Entry
				Identify how living things survive changes in their environment.			Chapter 5
							Assessment
				S.K-2.A.1.1.1			
				Identify a scientific fact as			
				something that can be observed using the five senses.			
				S.K-2.A.1.1.2			
				Identify examples of technology.			
				S.K-2.A.1.1.3			
				Describe how technology can help			
				people (e.g., home appliances,			
				phones, computers, transportation).			
				·			
				S.K-2.A.2.1.1			
				Understand that making a change to an investigation may change			
				the outcome(s) of the			
				investigation.			
				S.K-2.A.2.1.2			
				Describe outcomes of an			
				investigation.			
				0 1 0 0 0 0 1			
				S.K-2.A.2.2.1 Identify simple tools that can be			
				used in an investigation (e.g.,			
				measuring cup, hand lens, ruler,			
				balance scale, thermometer).			
				S.K-2.A.3.1.1			
				Describe a system as being made			
				of multiple parts that work			
				together.			
				S.K-2.B.3.2.1			
				Identify natural events (e.g., fire,			
				flood, extreme weather) and			
				human actions (e.g., road construction, pollution, urban			
				development, dam building) that			
				can impact an ecosystem.			
Chpt. 6	Chapter 6:	Lesson 1	Chapter 6: What	3.2.2.A3	Lesson 1:	Lesson 1	Lesson 1:
(Week 11-12)	<ul><li>Properties of Matter</li><li>Lesson 1: Matter</li></ul>	<ul><li>a. Matter</li><li>b. Similarities of</li></ul>	are some properties of	Demonstrate how heating and cooling may cause changes in the	<ul> <li>The student knows that</li> </ul>	Science Content	Scaffold Questions, TE, pp.
	LOGGOTT I. Watter	paper, water,	matter?	properties of materials.	Miowo triat	Transparency	239, 241

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Lesson 2: States	air	• Lesson 1:	2 2 2 44	common objects	Workbook, p.	Checkpoint
of Matter	c. Property	What is	3.2.2.A4	are composed of	91	Questions, SE, p.
• Lesson 3:	Lesson 2	matter?	Experiment and explain what	parts that are too	Graphic	Chapter Bayley
Changing of	a. Solid b. States of	• Lesson 2:	happens when two or more substances are combined (e.g.	small to be seen without	Organizer Transparency 2	Chapter Review, SE, pp. 260-261
Matter	Matter	What are the states of	mixing, dissolving, and separated	magnification.	Vocabulary	Vocabulary
Lesson 4: Effects     of Cooling and	c. Liquid	matter?	(e.g. filtering, evaporation).	The student	Cards	Boxes
of Cooling and	d. Gas		(e.g. intering, evaporation).	knows ways	Activity Book,	Science Journal
Heating Matter	Lesson 3	<ul> <li>Lesson 3: How can matter be</li> </ul>	3.2.2.A5	objects can be	pp. 91-92	Entry
	a. Changes of	changed?	CONSTANCY AND CHANGE	grouped	Work Book, p.	Litty
	matter	Lesson 4: How	Recognize that everything is	according to	94	Lesson 2:
	b. Mixtures	can cooling	made of matter.	similarities or	Quick Study,	Scaffold
	Lesson 4	and heating		differences of	pp. 86-87	Questions, TE, pp.
	a. Water Vapor	change	3.2.2.A6	their physical	Every Student	243, 245, 274
	b. Effect of heat	matter?	Distinguish between scientific	characteristics.	Learns, p. 51	Checkpoint
	on a solid	mattor.	fact and opinion. • Ask questions	Lesson 2:	•	Questions, SE, pp.
			about objects, organisms, and	<ul> <li>The student</li> </ul>	Lesson 2	243, 245, 247
			events. • Understand that all	knows examples	Workbook, p.	Chapter Review,
			scientific investigations involve	of solids, liquids,	95	SE, pp. 260-261
			asking and answering questions	and gases.	Quick Study,	Draw
			and comparing the answer with	<ul> <li>The student</li> </ul>	pp. 88-89	Conclusions, SE, p.
			what is already known. • Plan and	knows the	Every Student	247
			conduct a simple investigation and	observable	Learns, p. 52	Vocabulary
			understand that different	properties of		Boxes
			questions require different kinds of	solids, liquids,	Lesson 3	Science Journal
			investigations. • Use simple	and gases.	Workbook, p.	Entry
			equipment (tools and other	Lesson 3:	96 Ovials Study	Lacasa O.
			technologies) to gather data and understand that this allows	The student	Quick Study,	Lesson 3: Scaffold
			scientists to collect more	verifies that	pp. 90-91 Every Student	Questions, TE, pp.
			information than relying only on	things can be	Learns, p. 53	249, 251
			their senses to gather information.	done to materials	Learns, p. 55	Checkpoint
			Use data/evidence to construct	to change some	Lesson 4	Questions, SE, pp.
			explanations and understand that	of their physical	Workbook, p.	249, 251
			scientists develop explanations	properties, but now all materials	97	Chapter Review,
			based on their evidence and	respond the	Quick Study,	SE, pp. 260-261
			compare them with their current	same way.	pp. 92-93	Draw
			scientific knowledge. •	Lesson 4:	Every Student	Conclusions, SE, p.
			Communicate procedures and	The student	Learns, p. 54	249
			explanations giving priority to	knows that now	Assessment	Vocabulary
			evidence and understanding that	all objects or	Book, pp. 57-60	Boxes
			scientists make their results	materials		Science Journal
			public, describe their	respond to		Entry
			investigations so they can be	change in the		Explain Your
			reproduced, and review and ask	same ways.		Results, SE, p. 236
			questions about the work of other	The student		Activity Rubric
			scientists.	understands		Draw
				ways energy and		Conclusions, SE, p.
			3.2.2.B2	matter interact.		237
			Explore and describe how			
			different forms of energy cause			Lesson 4:
			changes. (e.g., sunlight, heat,			Scaffold

wind)	Questions, TE, pp. 253, 255
4.2.2.D	Checkpoint
Distinguish between scientific	Questions, SE, p.
fact and opinion. • Ask questions	253, 255
about objects, organisms and	Chapter Review,
events. • Understand that all	SE, pp. 260-261
scientific investigations involve	Vocabulary
asking and answering questions	Boxes
and comparing the answer with	Science Journal
what is already known. • Plan and	Entry
conduct a simple investigation and	
understand that different	Chapter 6
questions require different kinds of	Assessment
investigations. • Use simple	
equipment (tools and other	
technologies) to gather data and	
understand that this allows	
scientists to collect more	
information than relying only on	
their senses to gather information.	
Use data/evidence to construct	
explanations and understand that	
scientists develop explanations	
based on their evidence and	
compare them with their current	
scientific knowledge. •	
Communicate procedures and	
explanations giving priority to	
evidence and understanding that	
scientists make their results	
public, describe their	
investigations so they can be	
reproduced and review and ask	
questions about the work of other	
scientists.	
S.K-2.A.1.1.1	
Identify a scientific fact as	
something that can be observed	
using the five senses.	
40119 410 1110 0011000.	
S.K-2.A.1.1.2	
Identify examples of technology.	
identity examples of technology.	
01/01/11/0	
S.K-2.A.1.1.3	
Describe how technology can help	
people (e.g., home appliances,	
phones, computers,	
transportation).	
S.K-2.A.2.1.1	
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Chpt. 7 (Week 13-14)	Chapter 7: Energy  • Lesson 1: Energy  • Lesson 2: Living Things Using Energy  • Lesson 3: Sources of Heat	Lesson 1 a. Energy b. Use of energy c. Solar Energy Lesson 2 a. Energy and plants	Chapter 7: What are some kinds of energy? • Lesson 1: What is energy? • Lesson 2: How	Understand that making a change to an investigation may change the outcome(s) of the investigation.  S.K-2.A.2.1.2  Describe outcomes of an investigation.  S.K-2.A.2.2.1  Identify simple tools that can be used in an investigation (e.g., measuring cup, hand lens, ruler, balance scale, thermometer).  S.K-2.A.3.1.1  Describe a system as being made of multiple parts that work together.  S.K-2.C.1.1.1  Describe basic changes to properties of matter (e.g., formation of mixtures and solutions, baking and cooking, freezing, heating, evaporating, melting).  3.2.2.A3  Demonstrate how heating and cooling may cause changes in the properties of materials.  3.2.2.A4  Experiment and explain what	Lesson 1:  • The student knows that common objects are composed of parts that are too small to be seen without	Lesson 1 Science Content Transparency Workbook, p. 91 Graphic	Lesson 1: Scaffold Questions, TE, pp. 271, 273 Checkpoint Questions, SE, p. 272 Chapter Poview
		plants b. Energy and humans c. Energy and animals d. Energy from	<ul> <li>Lesson 2: How do living things use energy?</li> <li>Lesson 3: What are some sources of</li> </ul>	Experiment and explain what happens when two or more substances are combined (e.g. mixing, dissolving, and separated (e.g. filtering, evaporation).	small to be seen without magnification.  The student knows ways objects can be	Graphic Organizer Transparency 2 Vocabulary Cards Activity Book,	272 Chapter Review, SE, pp. 294-295 Vocabulary Boxes Science Journal
		food Lesson 3 a. Examples of Fuel b. Burning fuels c. Source of heat d. How heat	heat? • Lesson 4: How does light move? • Lesson 5: What are other kinds of	3.2.2.A5 CONSTANCY AND CHANGE Recognize that everything is made of matter.  3.2.2.A6 • Distinguish between scientific fact and online a Ask questions.	grouped according to similarities or differences of their physical characteristics. Lesson 2:	pp. 91-92 Work Book, p. 94 Quick Study, pp. 86-87 Every Student Learns, p. 51	Entry  Lesson 2:     Scaffold     Questions, TE, pp.  275, 277     Checkpoint     Oustions, SE, pp.
		moves Lesson 4 a. Reflection b. Shadows Lesson 5 a. Sound energy	energy?	fact and opinion. • Ask questions about objects, organisms, and events. • Understand that all scientific investigations involve asking and answering questions and comparing the answer with	The student knows examples of solids, liquids, and gases.  The student	Lesson 2 Workbook, p. 95 Quick Study, pp. 88-89	Questions, SE, pp. 274, 276 Chapter Review, SE, pp. 294-295 Infer, SE, p. 274 Vocabulary

b. Energy of	what is already known. • Plan and	knows the	Every Student	Boxes
Motion	conduct a simple investigation and	observable	Learns, p. 52	Science Journal
c. Wind Energy	understand that different	properties of		Entry
d. Electricity	questions require different kinds of	solids, liquids,	Lesson 3	
	investigations. • Use simple	and gases.	Workbook, p.	Lesson 3:
	equipment (tools and other	Lesson 3:	96	Scaffold
	technologies) to gather data and	<ul> <li>The student</li> </ul>	Quick Study,	Questions, TE, pp.
	understand that this allows	verifies that	pp. 90-91	279, 281
	scientists to collect more	things can be	Every Student	Checkpoint
	information than relying only on	done to materials	Learns, p. 53	Questions, SE, pp.
	their senses to gather information.	to change some		279, 281
	Use data/evidence to construct	of their physical	Lesson 4	Chapter Review,
	explanations and understand that	properties, but	Workbook, p.	SE, pp. 294-295
	scientists develop explanations	now all materials	97	Vocabulary
	based on their evidence and	respond the	Quick Study,	Boxes
	compare them with their current	same way.	pp. 92-93	_ Science Journal
	scientific knowledge.	Lesson 4:	Every Student	Entry
	Communicate procedures and	The student	Learns, p. 54	
	explanations giving priority to	knows that now	Assessment	Lesson 4:
	evidence and understanding that	all objects or	Book, pp. 57-60	Scaffold
	scientists make their results	materials		Questions, TE, pp.
	public, describe their	respond to		283, 285
	investigations so they can be	change in the		Checkpoint
	reproduced, and review and ask	same ways.		Questions, SE, pp. 283, 285
	questions about the work of other scientists.	The student		*
	Scientists.	understands		Chapter Review, SE, pp. 294-295
	3.2.2.B2	ways energy and		Vocabulary
	Explore and describe how	matter interact.		Boxes
	different forms of energy cause			Science Journal
	changes. (e.g., sunlight, heat,			Entry
	wind)			Litty
	Willay			Lesson 5:
	4.2.2.D			Scaffold
	Distinguish between scientific			Questions, TE, pp.
	fact and opinion. • Ask questions			287, 289
	about objects, organisms and			Checkpoint
	events. • Understand that all			Questions, SE, pp.
	scientific investigations involve			286, 289
	asking and answering questions			Chapter Review,
	and comparing the answer with			SE, pp. 294-295
	what is already known. • Plan and			Infer, SE, p. 289
	conduct a simple investigation and			Vocabulary
	understand that different			Boxes
	questions require different kinds of			Science Journal
	investigations. • Use simple			Entry
	equipment (tools and other			
	technologies) to gather data and			Chapter 7
	understand that this allows			Assessment
	scientists to collect more			
	information than relying only on			
	their senses to gather information.			

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	Use data/evidence to construct	
	explanations and understand that	
	scientists develop explanations	
	based on their evidence and	
	compare them with their current	
	scientific knowledge. •	
	Communicate procedures and	
	explanations giving priority to	
	evidence and understanding that scientists make their results	
	public, describe their	
	investigations so they can be	
	reproduced and review and ask	
	questions about the work of other	
	scientists.	
	S.K-2.A.1.1.1	
	Identify a scientific fact as	
	something that can be observed	
	using the five senses.	
	S.K-2.A.1.1.2	
	Identify examples of technology.	
	S.K-2.A.1.1.3	
	Describe how technology can help	
	people (e.g., home appliances,	
	phones, computers,	
	transportation).	
	and open and	
	S.K-2.A.2.1.1	
	Understand that making a change	
	to an investigation may change	
	the outcome(s) of the	
	investigation.	
	S.K-2.A.2.1.2  Describe outcomes of an	
	investigation.	
	S.K-2.A.2.2.1	
	Identify simple tools that can be	
	used in an investigation (e.g.,	
	measuring cup, hand lens, ruler,	
	balance scale, thermometer).	
	S.K-2.A.3.1.1	
	Describe a system as being made	
	of multiple parts that work	
	together.	
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	S.K-2.C.1.1.1	

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				Describe basic changes to			
				properties of matter (e.g.,			
				formation of mixtures and			
				solutions, baking and cooking,			
				freezing, heating, evaporating,			
Chpt. 8	Chapter 8: Forces	Lesson 1	Chapter 8: How	melting). 3.2.2.A5	Lesson 1:	Lesson 1	Lesson 1:
(Weeks	and Motion	a. Motion	do forces cause	CONSTANCY AND CHANGE	The student	Science	Scaffold
15-16)	• Lesson 1:	b. Force	objects to move?	Recognize that everything is	knows objects	Content	Questions, TE, pp.
13-10)	Movement of	c. Gravity	• Lesson 1: How	made of matter.	exhibit different	Transparency 10	303, 305, 307
	Objects	Lesson 2	do objects	made of matter.	kinds of motion.	Workbook, p.	Checkpoint
	Lesson 2: Work	a. Amount of	move?	3.2.2.B2	The student	113	Questions, SE, pp.
	• Lesson 3:	work	• Lesson 2:	Explore and describe how	knows that the	Graphic	305, 307
	Changing of	Lesson 3	What is work?	different forms of energy cause	amount and	Organizer	Chapter Review,
	Movement	a. Amount of	Lesson 3: How	changes. (e.g., sunlight, heat,	direction of the	Transparency 3	SE, pp. 326-327
	Lesson 4: Helping	force	can you	wind)	force exerted on	Vocabulary	Put Things In
	of Simple	b. Friction	change the	,	an object	Cards	Order, SE, p. 307
	Machines	Lesson 4	way things	3.3.2.A7	determines how	Activity Book,	Vocabulary
	Lesson 5:	a. Simple	move?	Distinguish between scientific	much the object	pp. 107-108	Boxes
	Magnets	machines	Lesson 4: How	fact and opinion. • Ask questions	will move.	Work Book, p.	Science Journal
	Magnoto	b. Helpfulness of	can simple	about objects, organisms, and	Lesson 2:	116	Entry
		Machines	machines	events. • Understand that all	<ul> <li>The student</li> </ul>	Quick Study,	
		c. Animal body	work?	scientific investigations involve	knows the	pp. 104-105	Lesson 2:
		parts	• Lesson 5:	asking and answering questions	relationship	Every Student	Scaffold
		Lesson 5	What are	and comparing the answer with	between force	Learns, p. 62	Questions, TE, p.
		a. Magnets	magnets?	what is already known. • Plan and	and motion,		309
		b. Attraction of		conduct a simple investigation and	Lesson 3:	Lesson 2	Checkpoint
		Magnets		understand that different	<ul> <li>The student</li> </ul>	Workbook, p.	Questions, SE, p. 309
		c. Repel		questions require different kinds of investigations. • Use simple	knows different	117 Quick Study,	Chapter Review,
				equipment (tools and other	heat sources.	pp. 106-107	SE, pp. 326-327
				technologies) to gather data and	The student	Every Student	Vocabulary
				understand that this allows	knows that the	Learns, p. 63	Boxes
				scientists to collect more	amount and	20amo, p. 00	Science Journal
				information than relying only on	direction of the	Lesson 3	Entry
				their senses to gather information.	force exerted on an object	Workbook, p.	
				Use data/evidence to construct	determines how	118	Lesson 3:
				explanations and understand that	much the object	Quick Study,	Scaffold
				scientists develop explanations	will move.	pp. 108-109	Questions, TE, pp.
				based on their evidence and	Lesson 4:	Every Student	311. 313
				compare them with their current	The student	Learns, p. 64	Checkpoint
				scientific knowledge. •	knows examples		Questions, SE, pp.
				Communicate procedures and	of simple	Lesson 4	311, 312
				explanations giving priority to	machines and	Workbook, p.	Chapter Review,
				evidence and understanding that	understands how	119	SE, pp. 326-327
				scientists make their results	they change	Quick Study,	Put Things In
				public, describe their	effort.	pp. 110-111	Order, SE, p. 312
				investigations so they can be	<ul> <li>The student is</li> </ul>	Every Student	Vocabulary
				reproduced, and review and ask	able to explain	Learns, p. 65	Boxes
				questions about the work of other scientists.	ways that simple	Lesson 5	Science Journal Entry
				วิวเตาแอเอ.	machines make	Workbook, p.	Liluy
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Leasen 5. Channel Cahael Dayson	Chpt. 9 (Weeks 17-18)	Chapter 9: Sound  • Lesson 1: Sound  • Lesson 2: Pitch  • Lesson 3: Traveling of Sound  • Lesson 4: Animals Making Sound  • Lesson 5: Sounds Around You	Lesson 1 a. Vibration b. Loudness Lesson 2 a. Pitch to describe sound Lesson 3 a. Traveling of sound Lesson 4 a. Comparing sounds of animals to instruments	Chapter 9: How is sound made? • Lesson 1: What is sound? • Lesson 2: What is pitch? • Lesson 3: How does sound travel? • Lesson 4: How do some animals make sound?	S.K-2.A.1.1.1 Identify a scientific fact as something that can be observed using the five senses.  S.K-2.A.1.1.2 Identify examples of technology.  S.K-2.A.1.1.3 Describe how technology can help people (e.g., home appliances, phones, computers, transportation).  S.K-2.A.2.1.1 Understand that making a change to an investigation may change the outcome(s) of the investigation. S.K-2.A.2.1.2 Describe outcomes of an investigation.  S.K-2.A.2.2.1 Identify simple tools that can be used in an investigation (e.g., measuring cup, hand lens, ruler, balance scale, thermometer).  S.K-2.A.3.1.1 Describe a system as being made of multiple parts that work together.  3.2.2.B6 ENERGY Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.  3.3.2.B1 Observe and record • location of the Sun and the Moon in the sky over a day. • changes in the appearance of the Moon over a month. Observe, describe, and	work easier. Lesson 5:  The student knows that objects may be moved by being pushed and pulled with magnets  Lesson 1:  The student knows that the Sun supplies heat and light energy to Earth. Lesson 2:  The student knows that each time the Earth completes one rotation, one day had passed and that this takes 24	120 Quick Study, pp. 112-113 Every Student Learns, p. 66 Assessment Book, pp. 65-68  Lesson 1 Science Content Transparency 12 Workbook, p. 137 Graphic Organizer Transparency 3 Vocabulary Cards Activity Book, pp. 125-126 Discovery	Lesson 4:     Scaffold Questions, TE, p. 315, 317     Checkpoint Questions, SE, p. 315, 317     Chapter Review, SE, pp. 326-327     Vocabulary Boxes     Science Journal Entry  Lesson 5:     Scaffold Questions, TE, p. 319, 321     Checkpoint Questions, SE, p. 319, 321     Chapter Review, SE, pp. 326-327     Vocabulary Boxes     Science Journal Entry  Simple Machine Rubric  Chapter 8     Assessment Lesson 1:     Scaffold Questions, TE, pp. 367, 369     Checkpoint Questions, TE, pp. 367, 369     Checkpoint Questions, SE, p. 369     Chapter Review, SE, pp. 388-389     Alike and Different, SE, p. 369     Vocabulary
a. heard in sounds around sunrise and sunset.  • The student DVD, The Moon Science			animals to instruments Lesson 5 a. heard in neighborhoods	sound? • Lesson 5: What are some sounds around	appearance of the Moon over a month. Observe, describe, and predict seasonal patterns of sunrise and sunset.  3.3.2.B3	had passed and that this takes 24 hours.  The student knows that the	pp. 125-126 Discovery Channel School DVD, The Moon Work Book, p. 140	369 Vocabulary Boxes Science Journal Entry

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public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists.  S.K-2.A.1.1.1   Identify a scientific fact as something that can be observed   Dournal Entrance   Lesson 5   Workbook, p.   Lesson 4:    Scaffol Quick Study, pp. 132-133   S77, 379    Every Student   Learns, p. 78   Questions, 376, 379    The student knows the stars   S76, 379   Checked    The student knows the stars   S76, 379   Checked    The student knows the stars   S76, 379    The student knows	e
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J JKy.	ulon
Identify examples of technology.  Quick Study, Pop. 134 135	uiaiy
pp. 134-135 Boxes	
S.K-2.A.1.1.3 Every Student Science	
Describe how technology can help Learns, p. 79 Journal Enti	гу
people (e.g., home appliances,  Assessment	
phones, computers, Book, pp. 87-90 Lesson 5:	
transportation).	
Questions, <sup>-</sup>	1 <b>⊢</b> , p.
S.K-2.A.2.1.1 381	
Understand that making a change Check	
to an investigation may change Questions, S	SE, p.
the outcome(s) of the 381	
investigation. Chapte	er

				S.K-2.A.2.1.2 Describe outcomes of an investigation.  S.K-2.A.2.2.1 Identify simple tools that can be used in an investigation (e.g., measuring cup, hand lens, ruler, balance scale, thermometer).  S.K-2.A.3.1.1 Describe a system as being made of multiple parts that work together.  S.K-2.D.3.1.1 Identify objects that can be observed in the day or night sky (i.e., the Moon, planets, the Sun and other stars).  S.K-2.D.3.1.2 Describe and identify the four seasons in Pennsylvania.			Review, SE, pp. 388-389 Vocabulary Boxes Science Journal Entry  Lesson 6: Scaffold Questions, TE, p. 383 Checkpoint Questions, SE, p. 383 Chapter Review, SE, pp. 388-389 Alike and Different, SE, p. 383 Vocabulary Boxes Science Journal Entry Explain you Results, SE, p. 385 Activity Rubric  Chapter 10 Assessment
Chpt. 10 (Weeks 19-20)	Chapter 10: Earth and Space  Lesson 1: Sun  Lesson 2: Causes of Day and Night  Lesson 3: Changes of Seasons  Lesson 4: Night Sky  Lesson 5: Changing of the Moon  Lesson 6: Solar System	Lesson 1 a. Sun as a star b. Brightness of the sun c. Importance of the sun Lesson 2 a. Axis b. Rotation c. Movement of the sun Lesson 3 a. Orbit Lesson 4 a. Constellations b. Moon c. Crater Lesson 5 a. Phases of the moon Lesson 6	Chapter 10: What are some ways the Earth moves? • Lesson 1: What is the sun? • Lesson 2: What causes the night? • Lesson 3: What causes the seasons to change? • Lesson 4: What can you see in the night sky? • Lesson 5: Why does the moon	3.4 Technology and Engineering Education 3.4.A The Scope of Technology 3.4.B Technology and Society 3.4.C Technology and Engineering Design	Lesson 1:  The student knows understands that people influence the quality of life of those around them. Lesson 2: The student knows understands that people influence the quality of life of those around them. Lesson 3: The student will identify ways that changes in	Lesson 1 Science Content Transparency 13 Workbook, p. 149 Graphic Organizer Transparency 3 Vocabulary Cards Activity Book, pp. 125-128 Work Book, p. 152 Quick Study, pp. 136-137 Every Student Learns, p.81 Lesson 2	Lesson 1: Scaffold Questions, TE, pp. 399, 401 Checkpoint Questions, SE, p. 401 Chapter Review, SE, pp. 414-415 Vocabulary Boxes Science Journal Entry Lesson 2: Scaffold Questions, TE, p. 403 Checkpoint Questions, SE, p. 403

change?  • Lesson 6:     What is the soliar system?  1	,		T	T		
Boxes		a. Solar System	change? • Lesson 6: What is the	helped improve various means of communication. Lesson 4:  The student identifies ways that technology affects people's everyday lives. Lesson 5:  The student identifies and describes examples of natural and human-made	Quick Study, pp. 138-139 Every Student Learns, p. 82 Lesson 3 Workbook, p. 154 Quick Study, pp. 140-141 Every Student Learns, p. 83 Lesson 4 Workbook, p. 155 Quick Study, pp. 142-143 Every Student Learns, p. 84 Lesson 5 Workbook, p. 156 Quick Study, pp. 156 Quick Study, pp. 156 Quick Study, pp. 156 Assessment	Retell, SE, p. 403 Vocabulary Boxes Science Journal Entry  Lesson 3: Scaffold Questions, TE, p. 405 Checkpoint Questions, SE, p. 405 Chapter Review, SE, pp. 414-415 Vocabulary Boxes Science Journal Entry  Lesson 4: Scaffold Questions, TE, p. 407 Checkpoint Questions, TE, p. 407 Chapter Review, SE, pp. 414-415 Vocabulary Boxes Science Journal Entry  Lesson 5: Vocabulary Boxes Science Journal Entry  Lesson 5: Scaffold Questions, TE, p. 409 Checkpoint Questions, TE, p. 409 Checkpoint Questions, SE, p. 409 Chapter Review, SE, pp. 414-415 Retell, SE, p. 409
						Vocabulary

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							Chapter 11 Assessment
Chpt. 11 (Weeks 21-22)	Chapter 11: Technology in Our World  • Lesson 1: Technology  • Lesson 2: Helpfulness of Technology  • Lesson 3: Using Technology to Communicate  • Lesson 4: Uses of Technology  • Lesson 5: People Making Things	Lesson 1 a. Inventions b. Changes in Transportation c. Engines Lesson 2 d. Vaccines Lesson 3 a. Ways to communicate with others Lesson 4 a. Meteorologist b. Satellites Lesson 5 a. Manufacturing things	Chapter 11: What are some ways technology helps us? • Lesson 1: What is technology? • Lesson 2: How does technology help us? • Lesson 3: How do we use technology to communicate? • Lesson 4: What are some other ways to use technology? • Lesson 5: How do people make things?	3.4 Technology and Engineering Education 3.4.A The Scope of Technology 3.4.B Technology and Society 3.4.C Technology and Engineering Design	Lesson 1:  The student knows understands that people influence the quality of life of those around them.  Lesson 2:  The student knows understands that people influence the quality of life of those around them.  Lesson 3:  The student will identify ways that changes in technology have helped improve various means of communication.  Lesson 4:  The student identifies ways that technology affects people's everyday lives.  Lesson 5:  The student identifies and describes examples of natural and human-made materials.	Lesson 1 Science Content Transparency 13 Workbook, p. 149 Graphic Organizer Transparency 3 Vocabulary Cards Activity Book, pp. 125-128 Work Book, p. 152 Quick Study, pp. 136-137 Every Student Learns, p.81 Lesson 2 Workbook, p. 153 Quick Study, pp. 138-139 Every Student Learns, p. 82 Lesson 3 Workbook, p. 154 Quick Study, pp. 140-141 Every Student Learns, p. 83 Lesson 4 Workbook, p. 155 Quick Study, pp. 140-141 Every Student Learns, p. 83 Lesson 4 Workbook, p. 155 Quick Study, pp. 142-143 Every Student Learns, p. 84 Lesson 5 Workbook, p. 156 Quick Study,	Lesson 1: Scaffold Questions, TE, pp. 399, 401 Checkpoint Questions, SE, p. 401 Chapter Review, SE, pp. 414-415 Vocabulary Boxes Science Journal Entry Lesson 2: Scaffold Questions, TE, p. 403 Checkpoint Questions, SE, p. 403 Chapter Review, SE, pp. 414-415 Retell, SE, p. 403 Vocabulary Boxes Science Journal Entry Lesson 3: Scaffold Questions, TE, p. 405 Checkpoint Questions, TE, p. 405 Checkpoint Questions, TE, p. 405 Checkpoint Questions, SE, p. 405 Chapter Review, SE, pp. 414-415 Vocabulary Boxes Science Journal Entry Lesson 4: Scaffold Questions, TE, p. 407

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				Entry Chapter 11 Assessment