

Grade: Second  
Subject: Science

Curriculum Map

Month(s) Concepts Introduced	Content (Unit of Study)	Skills	Assessment (F=Formative, S=summative)	Instructional Practices/Strategies	Resources / Differentiated Instruction (D.I.) Options
August/September	A. Scientific Process	<p>A1. Describe observations</p> <p>A2. Investigate characteristics of specific topics</p> <p>A3. Predict outcomes</p> <p>A4. Infer based on observations and background knowledge</p> <p>A5. Construct a model</p> <p>A6. Estimate size, amount and weight using standard and nonstandard units of measurement</p> <p>A7. Recognize and apply content area vocabulary</p>	<p>A1-7. Teacher Observation and Discussion (F)</p>	<p><b>Instructional Framework</b></p> <ul style="list-style-type: none"> <li>Essential questions</li> <li>Build background knowledge</li> <li>Make predictions</li> <li>Use visual supports</li> <li>Formal and informal assessment/checkpoints</li> <li>Provide opportunities for topic related written response activities</li> <li>Apply concepts and make connections to self, world and text</li> <li>Scientific method vocabulary</li> </ul> <p>K-2<sup>nd</sup> grade: Chart, Data, Control Group, Experimental Group, Graph, Hypothesis (prediction), Research, Scientific Method, Subjects, Conclusion</p>	<p>A1-J6.</p> <ul style="list-style-type: none"> <li>Vocabulary Cards</li> <li>Music/Songs</li> <li>Science experiment kits</li> <li>Science Big Flip Charts</li> <li>Pearson Leveled Readers</li> <li>Book Room Leveled Readers</li> <li>Trade Books/Read Alouds</li> <li>Manipulatives</li> <li>Scientific Tools</li> <li>Graphic Organizers</li> <li>Mimio Lessons</li> <li>Integrated Calendar Activities</li> <li>Student Meteorologist</li> <li>Fieldtrips</li> <li>United Streaming</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a></li> <li><a href="http://www.stevespangler.com">www.stevespangler.com</a></li> <li><a href="http://www.mimioconnect.com">www.mimioconnect.com</a></li> </ul>
October/November	<p>B. Text Structure</p> <p>C. Plants (Chapter 1)</p> <p>D. All About Animals (Chapter 2)</p>	<p>B1. Locate headings and captions to identify key information</p> <p>B2. Identify the key vocabulary</p> <p>B3. Explore table of contents, glossary, index, tables, charts and map keys</p> <p>B4. Scan text/Picture Walk to identify key information</p> <p>B5. Recognize and apply content area vocabulary</p> <p>C1. Identify the parts of a plant</p> <p>C2. Hypothesize and experiment with what plants need to survive and grow</p> <p>C3. Describe how plants adapt to their environment</p> <p>C4. Recognize and apply content area vocabulary</p> <p>C5. Guided Inquiry: Do plants need light?</p> <p>D1. Compare and contrast vertebrates and invertebrates</p> <p>D2. Describe how animals adapt to their environment</p> <p>D3. Investigate how adaptations assist animals to survive</p> <p>D4. Recognize and apply content area vocabulary</p> <p>D5. Directed inquiry: How are worms and snakes alike and different?</p> <p>D6. Guided Inquiry: How can an octopus use its arms?</p>	<p>B1-5. Informational Text Scavenger Hunt (F)</p> <p>C1-5 Locate and identify the parts of a plant using the mimio (F) Sketch and/or label the parts of a plant (F) Open book assessment/Locating Key Information (F)</p> <p>D1-6. Teacher Observation and Discussion (F) Open book assessment/Locating Key Information (F) Construct models of vertebrates and invertebrates(F)</p>	<p><b>Harcourt Correlations</b></p> <p>Patterns (C, D) Chapter 21 Length (D) Chapter 22</p> <p><b>Storytown Correlations (C, D, E)</b> Arthur's Reading Race Frog and Toad All Year Henry and Mudge Dogs</p>	

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December	E. How Plants & Animals Live Together (Chapter 3)	E1. Investigate and create a food web or chain. E2. Examine the effects plants and animals have on each other E3. Recognize and apply content area vocabulary E4. Guided Inquiry: How can you model a food web?	E1-4. Teacher Observation and Discussion (F) Create a food web or chain (F)	<b>Instructional Framework</b> <ul style="list-style-type: none"> <li>Essential questions</li> <li>Build background knowledge</li> <li>Make predictions</li> <li>Use visual supports</li> <li>Engage students with hands-on science experiments</li> <li>Formal and Informal assessment/checkpoints</li> <li>Provide opportunities for topic related written response activities</li> <li>Apply concepts and make connections to self, world and text</li> <li>Scientific method vocabulary</li> </ul> K-2 <sup>nd</sup> grade: Chart, Data, Control Group, Experimental Group, Graph, Hypothesis (prediction), Research, Scientific Method, Subjects, Conclusion	A1-J6. <ul style="list-style-type: none"> <li>Vocabulary Cards</li> <li>Music/Songs</li> <li>Science experiment kits</li> <li>Science Big Flip Charts</li> <li>Pearson Leveled Readers</li> <li>Book Room Leveled Readers</li> <li>Trade Books/Read Alouds</li> <li>Manipulatives</li> <li>Scientific Tools</li> <li>Graphic Organizers</li> <li>Mimio Lessons</li> <li>Integrated Calendar Activities</li> <li>Student Meteorologist</li> <li>Fieldtrips</li> <li>United Streaming</li> </ul> <b>Websites</b> <ul style="list-style-type: none"> <li><a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a></li> <li><a href="http://www.stievspangler.com">www.stievspangler.com</a></li> <li><a href="http://www.mimioconnect.com">www.mimioconnect.com</a></li> </ul> <b>Storytown Correlations (F)</b> Mr. Putter and Tabby Write the Book  <b>Harcourt Math Correlations</b> Time (G) Chapter 14 Graphing (F- I) Chapter 16  <b>Storytown Correlations (H)</b> Ah, Music
January	F. Earth's Weather and Seasons (Chapter 6)	F1. Identify different kinds of weather F2. Explain the water cycle F3. Compare and contrast activities for the four seasons F4. Generate a safety plan related to weather conditions F5. Recognize and apply content area vocabulary F6. Guided Inquiry: How can you measure weather changes? Take a weather walk to identify what students see, hear, feel and smell for each season in August, October, January, April. F7. Graph daily temperature	F1-7. Teacher Observation and Discussion (F) Illustrate weather concepts through drawing, power point, dramatization and/or graphic organizers (F) Open book assessment/Locating Key Information (F)		
February	G. Earth and Space (Chapter 12)	G1. Compare and contrast day and night, sun and moon G2. Name the planet order in relation to the sun G3. Recognize and apply content area vocabulary G4. Guided Inquiry: How can you make a model of a constellation?	G1- 4. Teacher Observation and Discussion (F) Choose a space project from a choice board (S)		
February	H. Sound (Chapter 11)	H1. Investigate how sounds are made H2. Compare and contrast the properties of sound such as pitch and loudness H3. Differentiate how sound travels through wood, water and air H4. Recognize and apply content area vocabulary H5. Guided Inquiry: How can you change sound?	H1- 5 Make a T-Chart to illustrate examples of loud and soft sounds (F) Write about loud or soft sounds you hear in your daily life (F) Teacher Observation and Discussion (F)		

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March	I. Earth's Land, Air and Water (Chapter 5)	I1. Define what is meant by natural resources I2. Compare and contrast the different types of soil I3. Identify how people can protect and preserve our natural resources I4. Recognize and apply content area vocabulary I5. Directed Inquiry: How are soils different? How does erosion affect land?  J1. Compare and contrast dinosaurs J2. Describe how fossils are formed J3. Explain what we can learn from a fossil J4. Recognize and apply content area vocabulary J5. Guided Inquiry: How can you make a model of a fossil? J6. Full Inquiry: Does gravel, sand, or soil make the best imprint?	11-5. Create a project from recycled materials (F) Write a "how to" paragraph explaining how the project was created (F) Teacher Observation and Discussion (F)  J1-6. Create a fossil (F) Write a paragraph to explain if a dinosaur would make a good pet (F) Teacher Observation and Discussion (F)	<b>Instructional Framework</b> <ul style="list-style-type: none"> <li>Essential questions</li> <li>Build background knowledge</li> <li>Make predictions</li> <li>Use visual supports</li> <li>Engage students with hands-on science experiments</li> <li>Formal and informal assessment/checkpoints</li> <li>Provide opportunities for topic related written response activities</li> <li>Apply concepts and make connections to self, world and text</li> <li>Scientific method vocabulary</li> </ul> K-2 <sup>nd</sup> grade: Chart, Data, Control Group, Experimental Group, Graph, Hypothesis (prediction), Research, Scientific Method, Subjects, Conclusion	A1-J6. <ul style="list-style-type: none"> <li>Vocabulary Cards</li> <li>Music/Songs</li> <li>Science experiment kits</li> <li>Science Big Flip Charts</li> <li>Pearson Leveled Readers</li> <li>Book Room Leveled Readers</li> <li>Trade Books/Read Alouds</li> <li>Manipulatives</li> <li>Scientific Tools</li> <li>Graphic Organizers</li> <li>Mimio Lessons</li> <li>Integrated Calendar Activities</li> <li>Student Meteorologist</li> <li>Fieldtrips</li> <li>United Streaming</li> </ul> <b>Websites</b> <ul style="list-style-type: none"> <li><a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a></li> <li><a href="http://www.stevespangler.com">www.stevespangler.com</a></li> <li><a href="http://www.mimioconnect.com">www.mimioconnect.com</a></li> </ul> <b>Storytown Correlations (F)</b> Mr. Putter and Tabby Write the Book  <b>Harcourt Math Correlations</b> Time (G) Chapter 14 Graphing (F, I) Chapter 16  <b>Storytown Correlations (H)</b> Ah, Music
April/May	J. Fossils and Dinosaurs (Chapter 7)				