

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

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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)	Instructional Framework <ul style="list-style-type: none"> Essential questions Build background knowledge Make predictions Use visual supports Engage students with hands-on science experiments Formal and informal assessment/checkpoints Provide opportunities for topic related written response activities Apply concepts and make connections to self, world and text Scientific method vocabulary K-2nd grade: Chart, Data, Control Group, Experimental Group, Graph, Hypothesis (prediction), Research, Scientific Method, Subjects, Conclusion 	A1-J6. <ul style="list-style-type: none"> Vocabulary Cards Music/Songs Science experiment kits Science Big Flip Charts Pearson Leveled Readers Book Room Leveled Readers Trade Books/Read Alouds Manipulatives Scientific Tools Graphic Organizers Mimio Lessons Integrated Calendar Activities Student Meteorologist Fieldtrips United Streaming Websites <ul style="list-style-type: none"> www.pearsonsuccessnet.com www.stevespangler.com www.mimioconnect.com Storytown Correlations (F) Mr. Putter and Tabby Write the Book Harcourt Math Correlations Time (G) Chapter 14 Graphing (F, I) Chapter 16 Storytown Correlations (H) 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)		
	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)		

