Grade 2 Science

Caruso School

Full Year

Table of Contents:

Statement of Purpose

In this course students will understand relationships in habitats, understand and demonstrate properties of matter and changes in matter, use information and models to understand Earth's Land and Water, and apply their understanding of the idea that Earth's Land Changes. WIthin these units, students will use cross cutting concepts including Patterns. Students will observe Stability and Change, Cause and Effect, Structure and Function, and the influence of engineering/technology/science. Students will plan and carry out investigations. Students will develop and use models to analyze and interpret data. They will obtain, evaluate and communicate information in order to ask questions and define problems. Students will construct explanations and design solutions.

Summary of the Course

During this course throughout the 4 marking periods, students will develop an understanding of what plants need to grow and how plants depend on animals for seed dispersal and pollination. Students also compare the diversity of life in different habitats, demonstrate an understanding of observable properties of materials through analysis and classification of different materials, use information and models to identify and represent the shapes and kinds of land and bodies of water in an area and where water is found on Earth, and apply their understanding of the idea that wind and water can change the shape of land to compare design solutions to slow or prevent such change.

In order to demonstrate a cohesive and complete implementation plan the following general suggestions are provided:

· The use of various formative assessments are encouraged in order to provide an ongoing method of determining the current level of understanding the students have of the material presented.

· Homework, when assigned should be relevant and reflective of the current teaching taking place in the classroom.

· Organizational strategies should be in place that allow the students the ability to take the information gained in the classroom and put in in terms that are relevant to them.

· Instruction should be differentiated to allow students the best opportunity to learn.

· Assessments should be varied and assess topics of instruction delivered in class.

· Modifications to the curriculum should be included that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans).

Pacing Guide

Unit	Timeframe	Title of Unit

	# of Blocks/Weeks	
1	September-December	Properties of Matter, Changes in Matter
2	December-March	Earth's Land and Water & Changes to Earth's Land
3	March-June	Relationships in Habitats

(*Please try to keep to the format, however it can be revised based on subject/ grade level. For example, # of blocks can be used in place of target start date and end date).

Unit 1: Properties of Matter, Changes in Matter

Summary of the Unit: In this unit of study students demonstrate an understanding of observable properties of materials through analysis and classification of different materials by planning and carrying out investigations, while analyzing the interpreting data from inquiry based activities . During this unit students are exposed to the cross Cutting Concepts of Patterns, Cause and Effect and the influence of engineering/technology/science.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

Summative Assessments
Alternative Assessments
Formative Assessments

- Do Now
- Exit ticket
- Closing Circle or Morning Meeting discussion
- Diagrams with Labels
- Class participation
- Teacher Observation
- Plant experiment with observations
- Projects
- Quizzes
- Final assessments

Essential Questions
How can you prove with evidence that some changes caused by heating or cooling can be reversed and some cannot.
How can materials be classified by the patterns of the properties?
Using graphical displays, test different materials and organize them by their properties.
Which properties allow a material to be well suited for a given intended use?
Compared to the original object, does the new object or objects have different characteristics,
even though they were made of the same set of pieces?

Instructional Materials:

Teacher laptop, ELMO, projection screen, student laptops, some materials are based on teacher's choice of lesson
Literature included in kit- Where Do Puddles Go? By Fay Robinson, Natural Geographic Exploring Science ™ & Teacher's Guide, Applying the Standards STEM

Youtube text- What is the world made of?

**Please include resource links in the boxes above.*

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
Matter Matters	4-5 days	SWBAT: categorize solids and liquids	*Better Lessons- Matter and Its Interactions *Nearpod- A Solid Investigation, Solids and Liquids *2nd Grade Shared Folder- All About Matter * Brainpop Jr. Matter (3) *Exploring Science Investigation pages 10-11- Materials provided	2-PS1-1
Temperature Changes	4-5 days	SWBAT: discover how temperature affects solids and liquids	* Mystery Science- Material Magic *Better Lessons- Matter and Its Interactions *Nearpod- Is it Physical or Chemical?	2-PS1-1 2-PS1-4
Observable Changes	4-5 days	SWBAT: identify properties of materials	*Mystery Science-Material Magic *Better Lessons- Matter and Its Interactions	2-PS1-1
Materials and Their Purposes	4-5 days	SWBAT: discover what materials are best suited for different purposes	*Mystery Science- Material Magic *Better Lessons- Matter and Its Interactions	2-PS1-2
DIfferent Properties are Suited for Different Purposes	4-5 days	SWBAT: what alternative materials can be substitute for a similar purpose	*Mystery Science-Material Magic *Better Lessons- Matter and Its Interactions *Exploring Science Investigation pages 26-27- Materials provided	2-PS1-2
Break It Down and Build It Up	4-5 days	SWBAT: construct and reconstruct different large objects using smaller objects	*Mystery Science- Material Magic *Better Lessons- Matter and Its Interactions	2-PS1-3

**The suggested timeline per topic should total the number of days in the Pacing Guide for each unit.*

Suggested Modifications for Special Education, 504, English Language Learners, RTI and Gifted Students:
*Consistent with individual plans, when appropriate.

Students with Disabilities & 504: Utilize modifications & accommodations delineated in the student's IEP. Work with a partner. Maintain adequate space between desks. Keep workspaces clear of unrelated materials. Work with paraprofessional. Use multi-sensory teaching approaches. Provide concrete examples. Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). Shorten assignments to focus on mastery of key concepts.

English Language Learners: Speak and display terminology. Teacher modeling. Peer modeling. Provide ELL students with multiple literacy strategies. Word walls. Use peer readers. Give page numbers to help the students find answers. Provide a computer for written work. Provide visual aides. Provide additional time to complete a task. Use graphic organizers. Students will be supported according to the recommendations for "can do's" as outlined by WIDA - https://wida.wisc.edu/teach/can-do/descriptors

Bilingual: Science Word Wall, allow students to point, show, and draw, dramatization, model activities, extra time, sentence frames, use of cognates, pictures, choral response, hands on activities, vocabulary games, yes/no questions, manipulatives, tpr (total physical response).

Gifted Students: Create a lab to show an extension skill for this unit of study, use multiple intelligences to demonstrate knowledge about this unit's standard, create a student- designed lesson using digital media tools to show mastery of learning.

RTI: Using visual demonstrations, illustrations, and models. Give directions/instructions verbally and in simple written format. Peer Support, Increase one on one time. Teachers may modify instructions by modeling what the student is expected to do. Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. Review behavior expectations and adjust for personal space or other behaviors as needed. Oral prompts can be given. Ask students to restate information, directions, and assignments.

Suggested Technological Innovations/ Use: Nearpod, Mystery Science, Brainpop Jr.

Computer Science and Design Thinking
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
8.1.2.DA.4: Make predictions based on data using charts or graphs.
8.1.2.AP.4: Break down a task into a sequence of steps.

Interdisciplinary Connections, Career Ready Practices, & 21st Century Connections:
21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Career Readiness, Life Literacies, and Key Skills NJSLS (2020)
9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business..
9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
9.4.2.CI.2: Demonstrate originality and inventiveness in work.
9.4.2.CT.2: Identify possible approaches and resources to execute a plan.
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet.
9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts.
9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

Mathematics
2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.
2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2.MD.A.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters. 7-5, 7-9.
2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

ELA
W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinions and reasons, and provide a concluding statement
W.2.7 Participate in shared research and writing projects.

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
RI.2.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate key details in a text.
RI.2.3 Describe a connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.8 Describe how reasons support specific points the author makes in a text.

Unit 2: Earth's Land and Water & Changes to Earth's Land

Summary of the Unit: In this unit of study, students use information and models to identify and represent the shapes and kinds of land and bodies of water in an area and where water is found on Earth. Students apply their understanding of the idea that wind and water can change the shape of land to compare design solutions to slow or prevent such change.
Cross Cutting concepts includes patterns, stability and change, structure and function and the influence of engineering/technology/Science
Students will develop and use models to obtain, evaluate and communicate information, ask questions and define problems, develop and use models, and construct explanations and design solutions.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:
Summative Assessments
Alternative Assessments
Formative Assessments

- Do Now
- Exit ticket
- Closing Circle or Morning Meeting discussion
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- Class participation
- Teacher Observation
- Projects
- Quizzes
- Final assessments

Essential Questions:
How can we identify Solid and Liquid forms of water on Earth?
In what ways can we represent the shapes and kinds of land and bodies of water in an area?
How does wind and water change Earth's surface?
How does the Earth change?

Instructional Materials:
Teacher laptop, ELMO, projection screen, student laptops, some materials are based on teacher's choice of lesson
Literature included in kit- Natural Geographic Exploring Science ™ & Teacher's Guide, Applying the Standards STEM

**Please include resource links in the boxes above.*

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
Water Everywhere	1-2 days	SWBAT: Obtain information to identify where water is found on Earth	*2nd grade shared folder-Earth's Systems * BetterLesson- Earth and Space Sciences- Earth's Systems	2-ESS2-3
Differences Between Bodies of Water	2-3 days	SWBAT: compare and contrast different bodies of water	*2nd grade shared folder-Earth's Systems *BetterLesson- Earth and Space Sciences- Earth's System *Nearpod Freshwater Ecosystems/Saltwater Ecosystems *NearPod- Oceans, Rivers and Lake	2-ESS2-2
Water-Liquid or Solid	3-4 days	SWBAT: determine whether water found on Earth is a solid or liquid	*BetterLesson- Earth and Space Sciences- Earth's Systems Will It Ice?- Materials provided	2-ESS2-2
Types of Landforms	4-5 days	SWBAT: identify and describe different types of Landforms	*2nd grade shared folder-Earth's Systems *BetterLesson- Earth and Space Sciences- Earth's Systems *Nearpod Landforms	2-ESS2-2
Earth Changes Slowly	4-5 days	SWBAT conclude that erosion is a slow process that changes Earth.	*Exploring Science Investigation pages 88-89- Materials provided	2-ESS1-1
Earth Changes Quickly	4-5 days	SWBAT design quick changes in the Earth like volcanic eruptions and earthquakes.	*Mystery Science- Work of Water-Mystery 2- Why is there sand at the beach?	2-ESS1-1
WInd and Water Changes Earth	5-6 days	SWBAT demonstrate how wind and water change Earth's surface.	*BetterLessons-How Can WInd Change the Shape of the Land? * BetterLessons-Quick or SLow? I Gotto Know!	2-ESS2-1

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Gifted Students: Create a lab to show an extension skill for this unit of study, use multiple intelligences to demonstrate knowledge about this unit's standard, create a student- designed lesson using digital media tools to show mastery of learning.

RTI: Using visual demonstrations, illustrations, and models. Give directions/instructions verbally and in simple written format. Peer Support, Increase one on one time. Teachers may modify instructions by modeling what the student is expected to do. Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. Review behavior expectations and adjust for personal space or other behaviors as needed. Oral prompts can be given. Ask students to restate information, directions, and assignments.

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9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts.
9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

Mathematics
2.NBT.A.3 Read and write numbers to 1,000 using base ten numerals, number names, and expanded form.
2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.
2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.

ELA
RI.2.3 Describe a connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
SL.2.5 Create audio recordings of stories or poems; and drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Unit 3: Relationships in Habitats

Summary of the Unit: In this unit students develop an understanding of what plants need to grow and how plants depend on animals for seed dispersal and pollination. Students also compare the diversity of life in different habitats.
Cross cutting concepts include Cause and Effect and Structure and Function.
Students will plan and carry out investigations and develop and use models.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:
Summative Assessments
Alternative Assessments
Formative Assessments

- Do Now
- Exit ticket
- Closing Circle or Morning Meeting discussion
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- Class participation
- Plant experiment with observations
- Projects
- Quizzes
- Final assessments

Essential Questions

What living things can be found in multiple ecosystems?
How are non living things the same and different depending on the ecosystem?
How do the components of an ecosystem depend on each other?
Compare and contrast the difference between land and aquatic habits.
How do different types or levels of light affect a plant's growth?
What are a plant's essential needs for growth and survival?
How are animals and important part of a plant's reproduction?
What living and nonliving things help the reproduction of plants?

Instructional Materials:
Teacher laptop, ELMO, projection screen, student laptops, some materials are based on teacher's choice of lesson, Exploring Science materials for investigation in kit
Literature included in kit- How a Seed Grows by Helen Jordan, Mama Miti by Donna Jo Napoli, Wangari's Trees of Peace by Jeanette Winter, Natural Geographic Exploring Science ™ & Teacher's Guide, Applying the Standards STEM

**Please include resource links in the boxes above.*

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
Habitats	2-3 days	SWBAT: compile a list of living and nonliving things found in a habitat	*Better Lessons- Life Science *Biological Evolution: Unity and Diversity * Brainpop Jr. Habitats (6)	2-LS4-1
Types of Ecosystems	7-10 days	SWBAT: compare and contrast different types of ecosystems	*Better Lessons- Life Science *Biological Evolution: Unity and Diversity	2-LS4-1
Plant/Animal Life in Land & Water	3-4 days	SWBAT: identify plant and animal life that live on land and in water	*Nearpod-Where is my home?	2-LS4-1
Interactions Between Animals in their Habitat	3-4 days	SWBAT: describe the interaction between animals and their environment	*Nearpod- Where is my home?	2-LS4-1
What plants need to live	6-8 days	SWBAT: conclude that plants need sunlight and water to grow	*Mystery Science-Plant Adventures *Better Lessons- Life Science (Ecosystems: Interactions, Energy, and Dynamics) *Nearpod- What Plants Need *2nd grade shared folder- NGSS Interdependent Relationships in Ecosystems (Experiment) *Exploring Science Investigation pages 46-49- Materials provided	2-LS2-1 and 2-LS2-2

Pollination	2-4 days	SWBAT: Determine that seeds need to be transferred to continue plant growth	*Mystery Science- Plant Adventures *Better Lessons- Life Science (Ecosystems: Interactions, Energy, and Dynamics) *2nd grade shared folder- NGSS Pollination and Seed Dispersal Experiment 1 *2nd grade shared folder- NGSS Pollination and Seed Dispersal Experiment 2	2-LS2-1 and 2-LS2-2

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Mathematics

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2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
2.MD.D.10 Draw a pictograph and bar graph.

ELA

W.2.7 Participate in shared research and writing projects.
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
SL.2.5 Create audio recordings of stories or poems; and drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.