Milford Public Schools
Excellence ★ Honor ★ Tradition

Curriculum Map

Curriculum Vision Statement

Milford Public Schools believes curriculum is a sequence of high-quality learning experiences aligned to prioritized standards that support all learners. Our curriculum is grounded in Milford's Vision of the Learner: the belief that all learners in our community will engage in assured experiences that are rooted in scholarship, personal development, citizenship, creativity, and innovation.

Through our district's model of High Quality Instruction, all learners will develop a strong knowledge of content and skills while they challenge themselves, exhibit high levels of agency, work autonomously, take risks, live a healthy lifestyle, and develop a sense of community awareness and engagement - where everyone is able to think and act beyond themselves as individuals.

Curriculum Position Statement

Milford Public Schools believes curriculum encompasses instruction, assessment, and professional learning.

- **Curriculum establishes the knowledge economy of what learners will know and be able to do through assured experiences.**
- **The district's model for High-Quality Instruction involves intentionally engineering environments where agency is cultivated through actionable feedback, a growth mindset, and developmental relationships among all learners.**
- **Assessment is a co-created process in a learning environment that enables participants to understand how learners are thinking, what they know, and what skills need to be developed and refined.**

Because ongoing learning is at the center of everything we do, adult learners engage in a cycle of professional learning experiences that allow them to expand their understanding of their own needs and the developing needs of diverse learners so that through continuous reflection, evaluation, and revision they can improve learning experiences within all environments.

MPS High Quality Instruction (HQI)
MPS Vision of the Learner
Developmental Relationships Framework

MPS Academic Expectations
MPS Curriculum Revision Cycle
MPS Curriculum Revision Calendar

Course Overview

Concept(s)	Big Ideas / Enduring Understanding(s)
Physical Science	❖ Matter can be observed and classified by its observable properties and exist in different states. ❖ Matter is the building blocks of all things.
Life Science	❖ Plants need water and light to grow, and depend on animals for seed dispersal and pollination. ❖ There are many different kinds of living things,, and they exist in different places on land and in water.
Earth Science	❖ Wind and water can change the shape of the land. Sometimes this happens quickly and sometimes this happens over a long period of time. ❖ Water is found in many places on Earth and exists in different forms.

At a Glance

Unit Titles	Length of Unit
• Structure and Properties of Matter	6-8 weeks
• Relationships in Ecosystems	6-8 weeks
• Processes that Shape the Earth	6-8 weeks

Unit Title	**Structure and Properties of Matter**	**Length of Unit**	6-8 Weeks

Essential Questions	❖ How are materials similar and different from one another? ❖ How do the properties of the materials relate to their use?
Standards	2-PS1-1, 2-PS1-2, 2-PS1-3, 2-PS1-4, K-2-ETS1-3
Key Vocabulary	Matter, Properties, Classify, Substance, Chemical Reaction

*Standards based on the Next Generation Science Standards (NGSS) and the National Research Council (NRC) For more information visit: http://portal.ct.gov/SDE/Science/Science-Standards-and-Resources

Critical Content ***Students will KNOW…***	**Key Skills:** ***Students will be able to (DO)…***
• Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. • Matter can be described and classified by its observable properties.	• Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
• Different properties of matter are suited to different purposes.	• Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
• A great variety of objects can be built up from a small set of pieces.	• Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.
• Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not.	• Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

Evidence of Learning: ***(Student learning will be measured by . . .)***	Summary tables, Scientific Models and Explanations of Phenomena, Journals, Performance tasks, Teacher observations

Unit Title	**Relationships in Ecosystems**	**Length of Unit**	6-8 Weeks

Essential Questions	❖ What do plants need to grow? ❖ How many types of living things live in a place?
Standards	2-LS2-1, 2-LS2-2, 2-LS4-1, K-2-ETS1-1-2
Key Vocabulary	Interdependent, Ecosystem, Pollination, Diversity, Habitat

Critical Content ***Students will KNOW…***	**Key Skills:** ***Students will be able to (DO)…***
• Plants depend on water and light to grow.	• Plan and conduct an investigation to determine if plants need sunlight and water to grow.
• Plants depend on animals for pollination or to move their seeds around.	• Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
• There are many different kinds of living things in any area, and they exist in different places on land and in water.	• Make observations of plants and animals to compare the diversity of life in different habitats.

Evidence of Learning: ***(Student learning will be measured by . . .)***	Summary tables, Scientific Models and Explanations of Phenomena, Journals, Performance tasks, Teacher observations

Unit Title	**Processes that Shape the Earth**	**Length of Unit**	6-8 Weeks

Essential Questions	❖ How does land change and what are some things that cause it to change? ❖ Where and how does water exist in the natural world?
Standards	2-ESS1-1, 2-ESS2-1, 2-ESS2-2, 2-ESS2-3, ETS1-1, ETS1-3
Key Vocabulary	❖ Water body, Liquid, Gas, Optimize

Critical Content ***Students will KNOW…***	**Key Skills:** ***Students will be able to (DO)…***
• Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe.	• Synthesize information from several sources to provide evidence that Earth events can occur quickly or slowly.
• Wind and water can change the shape of the land.	• Compare and Contrast designs for solutions to slow or prevent wind or water from changing the shape of the land.
• Maps show where things are located. One can map the shapes and kind of land and water in any area.	• Develop a model to represent the shapes and kinds of land and bodies of water in an area.
• Water is found in the oceans, rivers, lakes, and ponds. • Water exists as solid ice, and in liquid form.	• Obtain information to identify where water is found on Earth and that it can be solid or liquid.

Evidence of Learning: (Student learning will be measured by . . .)	NGSS Frameworks, MPS Science Implementation Guide, Open Educational Resources, Stem Teaching Tools