

Upi Elementary School

Curriculum Map

Quarter: 2nd Subject: Science

Grade: 2nd

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	Weeks 1-4	Weeks 5-7	Weeks 8-10
Concept Performance Indicators	Standard 1: Science as an Inquiry 2.1.1 Participate in different types of guided scientific investigations, such as observing objects and events to collect data. 2.1.2 Demonstrate the ability to work with a team but still read and communicate one's own conclusions about findings. 2.1.3 Develop predictions based on observations. Standard 2: Life Science 2.2.6 Observe and describe different features of people, such as their size, shape, and color of hair, skin, and eyes. 2.2.7 Recognize and discuss that people are more like one another & that they are like other animals.	Standard 3: Physical Science 2.3.1 Investigate to determine what things can be done to materials to change some of their properties. 2.3.2 Investigate and observe that the way to change how something is moving is to give it a push or a pull. 2.3.3 Demonstrate and observe that magnets can be used to make some things move without being touched. 2.3.4 Demonstrate how simple machines work. 2.3.5 Discuss how people use electricity to cook their food and cool their houses.	Standard 5: Science and Technology 2.5.1 Use tools to investigate, observe, measure, design, and build things. 2.5.3 Describe changes that have occurred in society as a result of new technologies.
SAT-10 Skills	<ul style="list-style-type: none"> • Understand that organisms have structures that help them survive. • Understand the life cycles of organisms. • Understand the basic needs of organisms. • Use observations skills to classify objects. • Classify organisms based on similarities. 	<ul style="list-style-type: none"> • Predict changes due to pushing or pulling. • Understand the results of events on Earth materials. • Use observation skills to classify objects. • Identify resources that are used to make everyday objects. • Recognize different states of matter. • Recognize fair ways to test hypothesis. 	<ul style="list-style-type: none"> • Use observation skills to classify objects. • Identify resources that can be used to make everyday objects.
Unit/Chapter	Unit A: Life Science- Living Things Grow and Change Chapter 2, Lesson 2: What are some animal life cycles? Chapter 3, Lesson 1: How will I grow?	Unit E: Physical Science-Exploring Matter Chapter 1: Observing & Measuring Matter Chapter 2: Changes in Matter	Unit B: Life Science Chapter 2, Lesson 3: How Do People Help the Environment Technology Link
Assessment	Focus Questions/Oral Questioning How are people the same and how are they different? How are people the same and different from animals? What animal are you most like and why? Activity/Product: Comparing Life Cycles (Reference, TE pages A 34-35 & A44-45) Have the students draw the life cycle of a cat & life cycle of a person. Discuss how they are the same and different.	Focus Questions/Oral Questioning What is matter? How can matter change with the use of heat and cold? Activity/Product: Classify: Kinds of Matter (Reference, TE page E29) Have the students make a large chart (like the one shown on p. E29). Students will look through old magazines to find pictures of different kinds of matter. They will cut and paste them in the correct places (solid, liquid, & gas) and write a label for each picture.	Focus Questions/Oral Questioning How do machines work and how do they help you do work? What changes have occurred because of new technologies? Activity/Product: Facilitate a discussion on describing the changes that occurred in society as a result of new technologies (ex: record player, cassette, CD, Ipod, Ipad, etc.).
ESLRs	Use effective oral and written communication. Integrate learning and apply them into real-life situations.	Use effective oral and written communication. Participate as productive members of the community. Explore concepts and skills needed for future world experiences.	Use effective oral and written communication. Participate as productive members of the community. Explore concepts and skills needed for future world experiences.

