Upi Elementary School

Curriculum Map

Quarter: 3rd Subject: Science Grade: 2nd Teacher: R. Castro, K. Castro, C. Galvez, R. Doculan, S. Avilez, L. Terre

	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 3: Physical Science** 2.3.6 Investigate, compare, and describe weather changes over a period of time. **Standard 4: Earth & Space Science** 2.4.2 Realize that an environment is affected by the activities of the Earth's inhabitants. 2.4.3 Recognize that the Sun provides the Earth with light and heat.	**Standard 3: Physical Science** 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. **Standard 4: Earth & Space Science** 2.4.1 Recognize that Earth pulls objects without touching them.	**Standard 2: Life Science** 2.2.5 Recognize and explain that materials in nature, such as grass, twigs, and leaves may be recycled and reused, sometimes in different forms. **Standard 5: Science and Technology** 2.5.1 Use tools to investigate, observe, measure, design, and build things. 2.5.2 Recognize and describe ways that some materials, such as paper, cans, and plastic jugs can be used over again.
SAT-10 Skills	• Apply an understanding of seasonal characteristics. • Use observation skills to classify objects. • Deduce the relative effects of actions on the environment. • Understand the locations of objects in the sky. • Recognize examples of the behavior of light.	• Predict changes due to pushing or pulling. • Apply an understanding of the effects of gravity. • Make an inference about the effects of force. • Understand the results of events on Earth materials. • Use observation skills to classify objects. • Recognize fair ways to test hypothesis.	• Use observation skills to classify objects. • Identify resources that can be used to make everyday objects.
Unit/Chapter	Unit D Chapter 2: Earth's Weather (Lessons 1-4) Unit C Chapter 1: Earth's Resources (Lessons 1-3) Chapter 2: Earth Long Ago (Lessons 1-3)	Unit F: Physical Science Chapter 1: Forces and Motion (Lessons 1-3)	Unit B: Life Science Chapter 2, Lesson 3: How Do People Help the Environment
Assessment	**Focus Questions/Oral Questioning** **How does the Sun affect the Earth's temperature and different times of the year?** **What is a year?** **What are some reasons why the weather changes?** **Activity/Product:** **Changes in Weather (Reference, TE page D36)** Students will make a weather chart and observe the weather for the week. They will record the weather changes that they observed. They will share their information on the last day.	**Focus Questions/Oral Questioning** **What is a force? How does force change an object?** **What is a magnet? Do magnets affect all objects?** **What relationship do magnets have with certain objects?** **Activity/Product:** **Jump for Fun (Reference, TE page F22)** Invite children to participate in a jumping activity. Assign a starting line. Children will measure the distance of their jumps. Have children recognize that their techniques helped increase the **force** with which they made their bodies move.	**Focus Questions/Oral Questioning** **What does it mean to recycle? What does it mean to reuse?** **How is it different from recycling?** **What materials can be recycled? Reuse?** **Activity/Product:** Show children several used things such as boxes, aluminum, or plastic containers. Challenge the children to identify a way to reuse each one. **Family Project: "Turn trash into treasure" (link with Social Studies Family project)**
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.