

Upi Elementary School

Curriculum Map

Quarter: 4th Subject: Science Grade: 2nd Teacher: R. Castro, K. Castro, C. Galvez, R. Doculan, S. Avilez, L. Terre

January – June 2015	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 2.2.8 Give examples of different roles people have in families and communities.	Standard 4: Earth & Space Science 2.4.4 Investigate, observe, and describe chunks of rocks and their many sizes and shapes, from boulders to grains of sand and even smaller.	Review of all GDOE Science Standards Standard 1: Science as an Inquiry Standard 2: Life Science Standard 3: Physical Science Standard 4: Earth & Space Science Standard 5: Science & Technology
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"> • Understand the results of events on Earth materials. • Identify materials that can be broken down into soil. 	
Unit/Chapter	Unit A Chapter 3: People Grow & Change Lesson 1: How will I grow?	Unit C Chapter 1: Earth's Resources Lesson 1: How do people use rocks and soil?	All Units
Assessment	Focus Questions/Oral Questioning What is a family? What are the different roles in the family? How are the roles in families similar to roles in the community? Activity/Product: <u>My Family Tree</u> Have the students list their family members and their roles in their family.	Focus Questions/Oral Questioning How are rocks the same as one another? What might make a rock different from another rock? What are the causes of some rocks being big and others being small? Activity/Product: (Science TE, page C7) Have children summarize what they learned by completing a chart to show the different uses of rocks and soil.	Cumulative Review
ESLRs	Use effective oral and written communication. Participate as productive members of the community. 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.

