



Scope and Sequence

Grade: 2nd Month: Sep/Oct

Content Area: Science

Sub Content/Unit: Unit 1

<i>What our students will know and be able to do</i>	<i>Learning Activities</i>	<i>Materials</i>	<i>Assessment tools</i>	<i>Notes</i>
<ul style="list-style-type: none"> ● Describing the land around us. ● Describe the shapes of land on Earth. ● Make a model of a landform. ● Determine whether an area of land is mostly covered with mountains, valleys or water. ● Students will use what they learned in the module to build a model of land & water in a state. 	<ul style="list-style-type: none"> ● Hands on - Observe the land ● Hands on - Model your landscape ● Using the photo grid of a landscape in their workbooks, they will determine how many grid boxes have mountains, water, and valleys covering it. ● Students will cover a world map to compare the amount of land and water on Earth. 	<ul style="list-style-type: none"> ● Cups, water, crayons, marbles ● Modeling clay, sand, aluminum pan, construction paper, tape, cups, water, crayons. ● Grid paper photo (in the workbook) ● Ice cubes 	<ul style="list-style-type: none"> ● Able to orally describe their land observations. ● Create a hands on model following directions. ● Pg. 33 in workbook (landscape grid photo) ● Exit ticket: Completed the 3d model correctly by listening to instructions and watching demonstrations. 	<ul style="list-style-type: none"> ● Using the workbook for some of the written reflections and observations. Mostly for discussion and drawing observations.



Scope and Sequence

Grade: 2nd Month: Nov/Dec

Content Area: Science

Sub Content/Unit: Unit 2

<i>What our students will know and be able to do</i>	<i>Learning Activities</i>	<i>Materials</i>	<i>Assessment tools</i>	<i>Notes</i>
<ul style="list-style-type: none"> ● Conduct investigations to observe which surface soaks up water the fastest. ● Discover different ways to sort and classify properties. ● Learn about the properties of rocks. ● How do people use materials? ● Test, analyze, and retest materials to determine which materials are best for their intended purpose. 	<ul style="list-style-type: none"> ● Carry out an investigation to see which surface soaks up water the fastest outside. ● Investigate properties of rocks by passing around the various types to 5 small groups. ● Use sense of touch to describe the rocks. ● 	<ul style="list-style-type: none"> ● Plastic cup, water, stopwatch, pitcher. ● crayons, colored pencils, 10 dif rocks, mini eye magnifier, pennies, rulers. ● Paper bags, cotton balls, wax paper. ● Paper, masking tape, paper towels. ● Craft sticks, straws, glue, heavy book, scissors. 	<ul style="list-style-type: none"> ● Workbook pg. 5: Discuss and write one complete sentence about the pictures of materials they circled to explain why they identify them as being made out of a material. ● Pg. 9 in WB is the experiment/assessment to see if students investigated how quickly water seeps into a surface. 	<ul style="list-style-type: none"> ● This workbook unit only has two lessons so I also had students learn about solids, liquids, and gases. ● I did this by reading from my elementary science dictionary and creating an art project where we illustrated what the molecules looked like under the microscope for each one.



Scope and Sequence

Grade: 2nd Month: Jan/Feb

Content Area: Science

Sub Content/Unit: Unit 3

<i>What our students will know and be able to do</i>	<i>Learning Activities</i>	<i>Materials</i>	<i>Assessment tools</i>	<i>Notes</i>
<ul style="list-style-type: none"> ● How does Earth's landscape change? ● Learn about changes to Earth's landscape and compare ways to reduce wind/water erosion. ● Construct explanations/make observations for changes that can happen very slowly and quickly. ● Research about how erosion and other natural changes in Earth's landscapes. 	<ul style="list-style-type: none"> ● Observe how water and rocks can change other rocks (hands on with the science tub materials). ● Students will simulate an earthquake to see how much change occurs. ● Students research about how volcanic eruptions, earthquakes, and movement of glaciers change Earth's landscapes. 	<ul style="list-style-type: none"> ● 8 small pieces of chalk, water, and paper towels. ● Safety goggles, 10 pebbles, jar & lid, stopwatch. ● Chromebooks for research) ● (I did not have students do the volcanic eruption experiment but we researched about them together). 	<ul style="list-style-type: none"> ● Class and small group discussion about the lesson of the day essential question. ● Pg. 7 One sentence to answer "How did this rock get its shape?" from the image on previous page. ● Pg. 8-10 experiment and reflection notes. ● TeachersPayTeachers completed a flipbook. 	<ul style="list-style-type: none"> ● TPT flip book was used in place of filling out a reflection and experiment page in our science workbook.



Scope and Sequence

Grade: 2nd Month: Mar/Apr

Content Area: Science

Sub Content/Unit: Unit 3&4

<i>What our students will know and be able to do</i>	<i>Learning Activities</i>	<i>Materials</i>	<i>Assessment tools</i>	<i>Notes</i>
<ul style="list-style-type: none"> ● Learn how people can help to slow or prevent changes to Earth's landscape. ● Compare multiple solutions to slow said changes. ● (Unit 4) What Plants need to grow. ● What animals do to help pollinate plants and disperse seeds. ● Learn more about the importance of watering plants. ● Students will be able to name and research 3 different marine animals. 	<ul style="list-style-type: none"> ● Students will observe how water erosion affects a hill and how a paper towel wattle can prevent or reduce water erosion. ● Observe how different natural materials can be used as windbreaks. ● Using the seed kit (from Ms. Epperson) plant and observe changes after watering daily. 	<ul style="list-style-type: none"> ● Aluminum pan, sand, cup, water, modeling clay, paper towel, masking tape, toothpicks. ● Safety goggles, pitcher. ● Grass & twigs ● Seed kit ● Watering bottles for the mini potted plants. 	<ul style="list-style-type: none"> ● Pg. 45 (Unit 3 workbook) Venn Diagram. ● Pg. 49 Complete sentences to summarize what they've learned about erosion. ● Students discuss and then draw any changes in their mini potted plants when they occur. 	



Scope and Sequence

Grade: 2nd Month: May/June

Content Area: Science

Sub Content/Unit: Unit 4

<i>What our students will know and be able to do</i>	<i>Learning Activities</i>	<i>Materials</i>	<i>Assessment tools</i>	<i>Notes</i>
<ul style="list-style-type: none"> ● Research two different plants and compare/contrast. ● Investigate the functions of flower structures. ● Identify the 8 planets in our solar system. ● Each student will research at least one planet and learn about the temperature, placement in the solar system, time, and other environmental notes asked of them. 	<ul style="list-style-type: none"> ● Observe the two plants over the next month. Test new spots in the room for different sunlight variants. Water them in different amounts using a measuring cup. ● Draw any changes in their workbooks until they run out of room. Then they will draw it in their science paper booklet. ● Listen and participate in class 	<ul style="list-style-type: none"> ● Two different types of plants. ● Masking tape, colored pencils, water, spray bottle ● Variety of seeds from seed kit. ● Mini hand lens ● Measuring cup ● Chromebooks 	<ul style="list-style-type: none"> ● Pg. 18 & 19 completed. Observation reflection for changes in the plants. ● Pg. 23 Venn Diagram of the differences and similarities of the two plants being observed. ● Science paper booklets have completed at least 4 drawings (1 a week) of the changes in our plants. ● TPT quiz about solar system and the planets 	

	<p>discussion about the slideshow covering all the planets in our solar system.</p> <ul style="list-style-type: none">• Research one planet of their choice and record information that was laid out in the TPT packet.		<p>within it.</p>	
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