



## Old Town School Department's Science Curriculum

Topic, Unit, Theme or Process \_\_\_\_\_ Grade Level/Course 2 Page \_\_\_\_\_

Essential Understanding \_\_\_\_\_

Essential Question \_\_\_\_\_

Maine LEARNING RESULTS Links (Standard and PI)	Introduce (I) Mastery (M) or Review (R)	Activities	Resources	Assessments
<p><b>A2 Models</b></p> <p><b>Students identify <i>models</i> and the objects they represent to learn about their features.</b></p> <p><input type="checkbox"/> b. Use a <i>model</i> as a tool to describe the motion of objects or the features of plants and animals.</p>	R	<p>Balance &amp; Motion</p> <p>Life cycle -Trees -Butterflies</p>	<p>FOSS Kit</p> <p>Charts of Insects, Trees, (life cycle) (flowchart)</p>	<p>Observation</p> <p>Science notebooks</p> <p>Portfolios</p>

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<p><b>A3 Constancy &amp; Change</b></p> <p><b>Students observe that in the physical setting, the living environment, and the technological world some things change over time and some things stay the same.</b></p> <p><input type="checkbox"/> a. Describe the size, weight, color, or movement of things over varying lengths of time and note qualities that change or remain the same.</p>	R	<p>Unit on continents</p> <ul style="list-style-type: none"> <li>-Animals</li> </ul> <p>Life cycle</p> <ul style="list-style-type: none"> <li>-Insects unit</li> <li>-Weather unit (cloud, formation, water cycle)</li> </ul>		<p>Observation</p> <p>Science notebooks</p> <p>Portfolios</p>

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<p><b>A4 Scale</b></p> <p><b>Students observe differences in scale.</b></p> <p><input type="checkbox"/> a. Compare significantly different sizes, weights, ages, and speeds of objects.</p>	R	Balance & Motion (spinners, rollers, balance)	FOSS Kit	Observation Science notebooks Portfolios

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Essential Understanding Student are able to manipulate an object using counterweights to make a stable position

Essential Question What makes a stable position?

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<p><b>B1 Skills and Traits of Scientific Inquiry</b></p> <p><b>Students conduct and communicate results of simple investigations.</b></p> <p><input type="checkbox"/> a. Ask questions and make observations about objects, organisms, and events in the environment.</p> <p><input type="checkbox"/> b. Safely conduct simple investigations to answer questions.</p> <p><input type="checkbox"/> c. Use simple instruments with basic units of measurement to gather data and extend the senses.</p> <p><input type="checkbox"/> e. Use writing, speaking, and drawing to communicate investigations and explanations.</p>	<p style="text-align: center;">R</p> <p style="text-align: center;">R</p> <p style="text-align: center;">R</p> <p style="text-align: center;">R</p>	<p>Health Unit (cardio, nutrition) -stethoscope</p> <p>Balance &amp; Motion unit (balance, spinners, motion)</p> <p>Life Cycle -Insects, Trees</p> <p>Weather unit -thermometer</p> <p>Continents unit</p>	<p>Heart kit</p> <p>Heart kit</p> <p>Non-fiction Accumulated thematic resources</p>	<p>Common assessment (FOSS Kit)</p>



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<p><b>C1 Understanding Inquiry</b></p> <p><b>Students describe the use of questions and accurate communication in scientists' work.</b></p> <p><input type="checkbox"/> a. Describe how scientific investigations involve asking and answering a question.</p> <p><input type="checkbox"/> b. Point out the importance of describing things and investigations accurately so others can learn about them or repeat them.</p>	R	All second grade units		

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<p><b>C2 Understanding about Science and Technology</b></p> <p><b>Students recognize that people have always engaged in science and technology and that there is a difference between the natural and designed worlds.</b></p> <p><input type="checkbox"/> a. Recognize that people have always had problems and invented tools and ways of doing things to solve problems.</p>	R	<p>Balance &amp; Motion unit</p> <p>Weather unit</p> <p>Health Unit</p>	FOSS Kit	<p>Observations</p> <p>Portfolios</p> <p>Science notebooks</p>

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Essential Understanding Students understand that water can be a liquid, solid, or gas and all three of these are part of the water cycle.

Essential Question How does the water cycle work?

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<p><b>D2 Earth</b></p> <p><b>Students describe Earth's weather and surface materials and the different ways they change.</b></p> <p><input type="checkbox"/> a. Explain that the sun warms the air, water, and land.</p> <p><input type="checkbox"/> b. Describe the way in which weather changes over months.</p> <p><input type="checkbox"/> c. Describe what happens to water left in an open container as compared to water left in a closed container.</p>	<p style="text-align: center;">M</p> <p style="text-align: center;">R</p> <p style="text-align: center;">I</p>	<p style="text-align: center;">Weather unit</p> <p style="text-align: center;">Weather unit</p> <p style="text-align: center;">Weather unit</p>	<p style="text-align: center;">Non-fiction unit materials</p>	<p style="text-align: center;">Common assessment -water cyle -portfolio</p> <p style="text-align: center;">Science notebook</p>

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<p><b>D3 Matter and Energy</b></p> <p><b>Students use observable characteristics to describe objects and materials and changes to physical properties of materials.</b></p> <p><input type="checkbox"/> a. Describe objects in terms of what they are made of and their physical properties.</p> <p><input type="checkbox"/> b. Describe changes in properties of materials when mixed, heated, frozen, or cut.</p>				

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Essential Understanding Things move in different ways. Understand the force/motion relationship.

Essential Question What are some ways objects move? What makes an object start and stop moving?

Maine LEARNING RESULTS Links (Standard and PI)	Introduce (I) Mastery (M) or Review (R)	Activities	Resources	Assessments
<p><b>D4 Force and Motion</b></p> <p><b>Students describe how objects move in different ways.</b></p> <p><input type="checkbox"/> a. Describe different ways things move and what it takes to start objects moving, keep objects moving, or stop objects.</p>	M	<p>FOSS Kit</p> <p>-Construct tops, zoomers and twirlers, and explore variables to produce rotational motion</p> <p>-Explore the application of force to rotational and linear motion</p>	FOSS Kit (spinners & rollers)	<p>Observation Portfolio Science notebook Common assessment -checklist -observation -science notebook</p>









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<p><b>E5 Evolution</b></p> <p><b>Students describe similarities and differences between present day and past organisms that helped the organisms live in their environment.</b></p> <p><input type="checkbox"/> a. Describe some organisms' features that allow the organisms to live in places others cannot.</p>	R	<p>Continents -Animals</p>	<p>Non-fiction Continent unit resources</p>	Portfolio