

**Califon Public School  
Curriculum**

|                            |                      |                     |                           |
|----------------------------|----------------------|---------------------|---------------------------|
| <b>Subject:</b><br>Science | <b>Grade:</b><br>2nd | <b>Unit #:</b><br>1 | <b>Pacing:</b><br>8 weeks |
|----------------------------|----------------------|---------------------|---------------------------|

**Unit Title: Relationships in Habitats****OVERVIEW OF UNIT:**

In this unit of study, students develop an understanding of what plants need to grow and how plants depend on animals for seed dispersal and pollination. Students also compare the diversity of life in different habitats. The crosscutting concepts of cause and effect and structure and function are called out as organizing concepts for these disciplinary core ideas. Students demonstrate grade-appropriate proficiency in planning and carrying out investigations and developing and using models. Students are also expected to use these practices to demonstrate understanding of the core ideas.

**Big Ideas**

- People look for patterns and order when making observations about the world.
- There are many different kinds of living things in any area, and they exist in different places on land and in water.
- Events have causes that generate observable patterns.
- Plants depend on water and light to grow.
- The shape and stability of structures of natural and designed objects are related to their function.
- Plants depend on animals for pollination or to move their seeds around.
- Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.

**Essential Questions**

- How does the diversity of plants and animals compare among different habitats?
- What do plants need to live and grow?
- Why do some plants rely on animals for reproduction?

**Objectives**

- Students will be able to explain what plants need to live and grow.
- Students will be able to demonstrate why some plants rely on animals for reproduction.
- Students will be able to compare and contrast the diversity of plants and animals among different habitats.
- Students will develop a simple model based on evidence to represent a proposed object or tool.
- Students will plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.
- Students will make observations (firsthand or from media) to collect data that can be used to make comparisons.

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| <b>Assessment</b> |
|-------------------|

*Students who understand the concepts can:*

- Describe how the shape and stability of structures are related to their function.
- Develop a simple model based on evidence to represent a proposed object or tool.
- Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
- Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- Observe patterns in events generated by cause-and-effect relationships.
- Plan and conduct an investigation collaboratively to produce data to serve as a basis for evidence to answer a question.
- Plan and conduct an investigation to determine whether plants need sunlight and water to grow.
- Look for patterns and order when making observations about the world.
- Make observations (firsthand or from media) to collect data that can be used to make comparisons.
- Make observations of plants and animals to compare the diversity of life in different habitats

**Formative Assessment:**

- Group Discussions
- Peer work

**Summative Assessment:**

- Projects
- Published Writing

**Benchmark:**

- Access Prior Knowledge

**Alternative:**

- Modified Projects
- Modified Work

|                       |
|-----------------------|
| <b>Key Vocabulary</b> |
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|                                               |
|-----------------------------------------------|
| Plant, seed, habitat, pollinate, reproduction |
|-----------------------------------------------|

|                                  |
|----------------------------------|
| <b>Resources &amp; Materials</b> |
|----------------------------------|

- [Teaching NGSS in Elementary School—Second Grade](#)
- [NSTA Web Seminar: Teaching NGSS in K-5: Constructing Explanations from Evidence](#)
- [NGSS Core Ideas: Earth's Systems](#)
- [Do Plants Need Sunlight?](#)
- [Who Needs What?](#)
- [I Scream, You Scream, We All Scream for Vanilla Ice Cream!](#)
- [Building and Testing Our Vanilla Plant Pollinator](#)

- [Two Scoops Are Better Than One](#)
- [Improving Our Vanilla Bean Pollinators](#)
- [The Bug Chicks-Mission: Pollination \(Episode 5\)](#)

### Technology Infusion

#### Teacher Technology:

- Promethean Board
- Google Classroom
- StemScopes

#### Student Technology:

- Chromebooks
- StemScopes
- Seesaw

#### Activities:

- The students are using the Chromebooks to reflect concepts learned using Seesaw.
- The students are using STEMscopes to explore and discover topics being taught.

| Standard   | Standard Description                                                                                                               |
|------------|------------------------------------------------------------------------------------------------------------------------------------|
| 8.1.2.CS.1 | Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.   |
| 8.1.2.NI.1 | Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network |
| 8.2.2.ED.1 | Communicate the function of a product or device                                                                                    |

### Interdisciplinary Integration

#### Activities:

- The learner will conduct close readings and apply close reading strategies to better understand the content.

#### Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Educator Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)

| <ul style="list-style-type: none"> <li>International Literacy Association Read Write Think - <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></li> </ul> |                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard                                                                                                                                                                            | Standard Description                                                                                                                                                                                                         |
| NJSLS-ELA CR                                                                                                                                                                        | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| NJSLS-ELA RI.CR.2.1                                                                                                                                                                 | Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers                                                                 |
| NJSLS-ELA W.RW.2.7                                                                                                                                                                  | Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.                                                                                                            |
| NJSLS-ELA SL.PE.2.1                                                                                                                                                                 | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.                                                                            |
| NJSLS-ELA SL.UM.2.5                                                                                                                                                                 | Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.                                                                       |
| Mathematical Practice 4                                                                                                                                                             | Model with mathematics                                                                                                                                                                                                       |
| 2.DL.B.4                                                                                                                                                                            | Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.    |

### 21<sup>st</sup> Century Life Skills Standards

#### Activities:

- The learner will participate in an exploration of jobs pertaining to life science.

| Standard   | Student Learning Objectives                                                                          |
|------------|------------------------------------------------------------------------------------------------------|
| 9.4.2.CI.1 | Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). |
| 9.4.2.CI.2 | Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).                                |

### Careers

#### Activities:

- The learner will participate in STEAM building activities that address the science content and apply critical thinking skills while persevering in solving the task at hand.

| Practice                                                                           | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Utilize critical thinking to make sense of problems and persevere in solving them. | Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others. |
| Demonstrate creativity and innovation.                                             | Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add                                                                                                                                                                                                             |

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|  | greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Standards  |                                                |                                                                                                                                                                                                             |                                                                                                                                                                                                        |
|------------|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard # | Standard Description                           | Student Learning Objective                                                                                                                                                                                  | Clarification Statement                                                                                                                                                                                |
| 2-LS2-1    | Ecosystems: Interactions, Energy, and Dynamics | Plan and conduct an investigation to determine if plants need sunlight and water to grow.                                                                                                                   | Assessment Boundary: Assessment is limited to testing one variable at a time.                                                                                                                          |
| 2-LS2-2    | Ecosystems: Interactions, Energy, and Dynamics | Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.*                                                                                                    |                                                                                                                                                                                                        |
| 2-LS4-1    | Ecosystems: Interactions, Energy, and Dynamics | Make observations of plants and animals to compare the diversity of life in different habitats.                                                                                                             | Emphasis is on the diversity of living things in each of a variety of different habitats.]<br>[Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.] |
| K-2-ETS1-1 | Engineering Design                             | Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. |                                                                                                                                                                                                        |
| K-2-ETS1-2 | Engineering Design                             | Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.                                                          |                                                                                                                                                                                                        |
| K-2-ETS1-3 | Engineering Design                             | Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.                                                                     |                                                                                                                                                                                                        |

### Differentiation

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Students with 504 plans</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>• Preferential seating</li> <li>• Guided notes</li> <li>• Extra time</li> <li>• Teacher check-ins</li> <li>• Use graphic organizers</li> <li>• Redirect attention</li> <li>• Prioritize tasks</li> <li>• Small group testing</li> <li>• Provide modifications &amp; accommodations per individual student's 504 plan</li> </ul>                                                                                                                                                                                                                                                                                                                                                 |
| <b>Special Education</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>• Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>• Position the student near a helping peer or have quick access to the teacher</li> <li>• Modify or reduce assignments/tasks</li> <li>• Reduce the length of the assignment for different modes of delivery</li> <li>• Increase one-to-one time</li> <li>• Use graphic organizers</li> <li>• Use online resources for skill-building</li> <li>• Provide teacher notes</li> <li>• Use collaborative grouping strategies, such as small groups</li> <li>• NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> </ul> |
| <b>Response to Intervention (RTI)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>• Tiered interventions following the RTI framework</li> <li>• Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>• Intervention Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>                                                                                                                                                                                              |
| <b>English Language Learners (ELL)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>• Provide text-to-speech</li> <li>• Use of a translation dictionary or software</li> <li>• Provide graphic organizers</li> <li>• NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>• Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>                                                                                                                                                                                             |
| <b>Enrichment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>• Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>• Utilize project-based learning for greater depth of knowledge</li> <li>• Utilize exploratory connections to higher-grade concepts</li> <li>• Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations</li> <li>• Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied</li> </ul>                                                                                                                                                              |

**Califon Public School  
Curriculum**



|                            |                      |                     |                           |
|----------------------------|----------------------|---------------------|---------------------------|
| <b>Subject:</b><br>Science | <b>Grade:</b><br>2nd | <b>Unit #:</b><br>2 | <b>Pacing:</b><br>8 weeks |
|----------------------------|----------------------|---------------------|---------------------------|

**Unit Title: Properties of Matter**

**OVERVIEW OF UNIT:**

In this unit of study, students demonstrate an understanding of observable properties of materials through analysis and classification of different materials. The crosscutting concepts of patterns, cause and effect, and the influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. Students demonstrate grade-appropriate proficiency in planning and carrying out investigations and analyzing and interpreting data. Students are also expected to use these practices to demonstrate understanding of the core ideas.

**Big Ideas**

- Patterns in the natural and human-designed world can be observed.
- Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature.
- Matter can be described and classified by its observable properties.
- Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world.
- Simple tests can be designed to gather evidence to support or refute student ideas about causes.
- Different properties are suited to different purposes.
- Because there is always more than one possible solution to a problem, it is useful to compare and test designs.

**Essential Questions**

- How can we sort objects into groups that have similar patterns?
- Can some materials be a solid or a liquid?

**Objectives**

- Students will be able to sort objects into groups that have similar patterns.
- Students will be able to identify materials as a solid or a liquid.

**Assessment**

*Students who understand the concepts can:*

- Observe patterns in the natural and human-designed world.
- Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.

- Plan and conduct an investigation to describe and classify different kinds of material by their observable properties.
  - ✓ Observations could include color, texture, hardness, and flexibility.
  - ✓ Patterns could include the similar properties that different materials share.
- Design simple tests to gather evidence to support or refute student ideas about causes.
- Analyze data from tests of an object or tool to determine if it works as intended.
- Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. (Assessment of quantitative measurements is limited to length.) Examples of properties could include:
  - ✓ Strength
  - ✓ Flexibility
  - ✓ Hardness
  - ✓ Texture
  - ✓ Absorbency
- ✓ Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of each.

**Formative Assessment:**

- Group Discussions
- Peer work

**Summative Assessment:**

- Projects
- Published Writing

**Benchmark:**

- Access Prior Knowledge

**Alternative:**

- Modified Projects
- Modified Work

| Key Vocabulary                 |  |
|--------------------------------|--|
| Solid, liquid, gas, properties |  |

| Resources & Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <ul style="list-style-type: none"> <li>● <a href="#">Using the NGSS Practices in the Elementary Grades</a></li> <li>● <a href="#">Teaching NGSS in K-5: Constructing Explanations from Evidence</a></li> <li>● <a href="#">NSTA Web Seminar: NGSS Core Ideas: Matter and Its Interactions</a></li> <li>● <a href="#">Exploring Reversible Changes of State and Exploring Irreversible Changes of State</a></li> <li>● <a href="#">Discovering Science: classifying and categorizing (matter, grades 2-3)</a></li> <li>● <a href="#">Materials and Their Properties, lessons Comparing the Properties of Different Materials (pp. 22); and Exploring Thermal Insulators and Conductors (pp. 23):</a></li> </ul> |



- [The Properties of Materials and their Everyday Uses](#)
- [Matter song a music video by untamed Science](#)
- [Science Games For Kids: Properties of Materials](#)

### Technology Infusion

#### Teacher Technology:

- Promethean Board
- Google Classroom
- StemScopes

#### Student Technology:

- Chromebooks
- StemScopes
- Seesaw

#### Activities:

- The students are using the Chromebooks to reflect concepts learned using Seesaw.
- The students are using STEMscopes to explore and discover topics being taught.

| Standard   | Standard Description                                                                                                               |
|------------|------------------------------------------------------------------------------------------------------------------------------------|
| 8.1.2.CS.1 | Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.   |
| 8.1.2.NI.1 | Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network |
| 8.2.2.ED.1 | Communicate the function of a product or device                                                                                    |

### Interdisciplinary Integration

#### Activities:

- The learner will conduct close readings and apply close reading strategies to better understand the content.

#### Resources:

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- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Educator Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)

| <ul style="list-style-type: none"> <li>International Literacy Association Read Write Think - <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></li> </ul> |                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard                                                                                                                                                                            | Standard Description                                                                                                                                                                                                         |
| NJSLS-ELA CR                                                                                                                                                                        | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| NJSLS-ELA RI.CR.2.1                                                                                                                                                                 | Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers                                                                 |
| NJSLS-ELA W.RW.2.7                                                                                                                                                                  | Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.                                                                                                            |
| NJSLS-ELA SL.PE.2.1                                                                                                                                                                 | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.                                                                            |
| NJSLS-ELA RI.IT.2.3                                                                                                                                                                 | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.                                                                                           |
| NJSLS-ELA RI.AA.2.7                                                                                                                                                                 | Describe and identify the logical connections of how reasons support specific points the author makes in a text.                                                                                                             |
| NJSLS-ELA W.AW.2.1                                                                                                                                                                  | With prompts and support, write opinion pieces to present an idea with reasons or information.                                                                                                                               |

### 21<sup>st</sup> Century Life Skills Standards

| <b>Activities:</b> <ul style="list-style-type: none"> <li>The learner will participate in an exploration of jobs pertaining to matter.</li> </ul> |                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| Standard                                                                                                                                          | Student Learning Objectives                                                                          |
| 9.4.2.CI.1                                                                                                                                        | Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). |
| 9.4.2.CI.2                                                                                                                                        | Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).                                |

### Careers

| <b>Activities:</b> <ul style="list-style-type: none"> <li>The learner will participate in STEAM building activities that address the science content and apply critical thinking skills while persevering in solving the task at hand.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Practice                                                                                                                                                                                                                                          | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Utilize critical thinking to make sense of problems and persevere in solving them.                                                                                                                                                                | Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others. |
| Demonstrate creativity and innovation.                                                                                                                                                                                                            | Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of                                                                                                                               |

|  |                                                                                                                                                          |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------|

| Standards                      |                                    |                                                                                                                                                                                                             |                                                                                                                                                                                      |
|--------------------------------|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard #                     | Standard Description               | Student Learning Objective                                                                                                                                                                                  | Clarification Statement                                                                                                                                                              |
| <a href="#"><u>2-PS1-1</u></a> | <b>Matter and Its Interactions</b> | Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties                                                                                      | Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.                                  |
| <a href="#"><u>2-PS1-2</u></a> | <b>Matter and Its Interactions</b> | Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.                                                       | Examples of properties could include, strength, flexibility, hardness, texture, and absorbency. [Assessment Boundary: Assessment of quantitative measurements is limited to length.] |
| K-2-ETS1-1                     | <b>Engineering Design</b>          | Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. |                                                                                                                                                                                      |
| K-2-ETS1-2                     | <b>Engineering Design</b>          | Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.                                                          |                                                                                                                                                                                      |
| K-2-ETS1-3                     | <b>Engineering Design</b>          | Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.                                                                     |                                                                                                                                                                                      |

| Differentiation                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with 504 plans</b>                                                                                                                      |
| <ul style="list-style-type: none"> <li>• Preferential seating</li> <li>• Guided notes</li> <li>• Extra time</li> <li>• Teacher check-ins</li> </ul> |

- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

### Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes of delivery
- Increase one-to-one time
- Prioritize tasks
- Use graphic organizers
- Use online resources for skill-building
- Provide teacher notes
- Use collaborative grouping strategies, such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

### Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

### English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

### Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School  
Curriculum**



|                            |                      |                     |                           |
|----------------------------|----------------------|---------------------|---------------------------|
| <b>Subject:</b><br>Science | <b>Grade:</b><br>2nd | <b>Unit #:</b><br>3 | <b>Pacing:</b><br>8 weeks |
|----------------------------|----------------------|---------------------|---------------------------|

**Unit Title: Changes to Matter**

**OVERVIEW OF UNIT:**

In this unit of study, students continue to develop an understanding of observable properties of materials through analysis and classification of different materials. The crosscutting concepts of cause and effect and energy and matter are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in constructing explanations, designing solutions, and engaging in argument from evidence. Students are also expected to use these practices to demonstrate understanding of the core ideas.

**Big Ideas**

- Objects may break into smaller pieces and be put together into larger pieces or change shapes.
- Different properties are suited to different purposes.
- A great variety of objects can be built up from a small set of pieces.
- People search for cause-and-effect relationships to explain natural events.
- Events have causes that generate observable patterns.
- Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not.
- Scientists search for cause-and-effect relationships to explain natural events.

**Essential Questions**

- How can objects change?
- Are all changes reversible?
- In what ways can an object made of a small set of pieces be disassembled and made into a new object?
- Can all changes caused by heating or cooling be reversed?

**Objectives**

- Students will be able to describe how objects change.
- Students will be able to assemble a small set of pieces into a new object.
- Students will be able to observe changes caused by heating or cooling and explain if they can be reversed

**Assessment**

- Break objects into smaller pieces and put them together into larger pieces or change shapes.

- Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.
- Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.
- Observe patterns in events generated due to cause-and-effect relationships.
- Construct an argument with evidence to support a claim.
- Construct an argument with evidence that some changes caused by heating or cooling can be reversed, and some cannot.
  - ✓ Examples of reversible changes could include materials such as water and butter at different temperatures.
  - ✓ Examples of irreversible changes could include:
    - Cooking an egg
    - Freezing a plant leaf
    - Heating paper

**Formative Assessment:**

- Group Discussions
- Peer work

**Summative Assessment:**

- Projects
- Published Writing

**Benchmark:**

- Access Prior Knowledge

**Alternative:**

- Modified Projects
- Modified Work

**Key Vocabulary**

Cause, effect, temperature, disassembled, reversible

**Resources & Materials**

- <https://www.nextgenscience.org>

**Technology Infusion****Teacher Technology:**

- Promethean Board
- Google Classroom
- StemScopes

**Student Technology:**

- Chromebooks
- StemScopes
- Seesaw

**Activities:**

- The students are using the Chromebooks to reflect concepts learned using Seesaw.
- The students are using STEMscopes to explore and discover topics being taught.

| Standard   | Standard Description                                                                                                               |
|------------|------------------------------------------------------------------------------------------------------------------------------------|
| 8.1.2.CS.1 | Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.   |
| 8.1.2.NI.1 | Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network |
| 8.2.2.ED.1 | Communicate the function of a product or device                                                                                    |

### Interdisciplinary Integration

**Activities:**

- The learner will conduct close readings and apply close reading strategies to better understand the content.

**Resources:**

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

| Standard               | Standard Description                                                                                                                                                                                                         |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NJSLS-ELA CR           | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| NJSLS-ELA<br>RI.CR.2.1 | Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers                                                                 |
| NJSLS-ELA<br>W.RW.2.7  | Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.                                                                                                            |
| NJSLS-ELA<br>SL.PE.2.1 | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.                                                                            |

|                        |                                                                                                                                    |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| NJSLS-ELA<br>RI.IT.2.3 | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text. |
| NJSLS-ELA<br>RI.AA.2.7 | Describe and identify the logical connections of how reasons support specific points the author makes in a text.                   |
| NJSLS-ELA<br>W.AW.2.1  | With prompts and support, write opinion pieces to present an idea with reasons or information.                                     |

### 21<sup>st</sup> Century Life Skills Standards

#### Activities:

- The learner will participate in an exploration of jobs pertaining to matter.

| Standard   | Student Learning Objectives                                                                          |
|------------|------------------------------------------------------------------------------------------------------|
| 9.4.2.CI.1 | Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). |
| 9.4.2.CI.2 | Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).                                |

### Careers

#### Activities:

- The learner will participate in STEAM building activities that address the science content and apply critical thinking skills while persevering in solving the task at hand.

| Practice                                                                           | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Utilize critical thinking to make sense of problems and persevere in solving them. | Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.                            |
| Demonstrate creativity and innovation.                                             | Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |

### Standards

| Standard # | Standard Description               | Student Learning Objective                                                                                                                              | Clarification Statement                                                                    |
|------------|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| 2-PS1-3    | <b>Matter and Its Interactions</b> | Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. | Examples of pieces could include blocks, building bricks, or other assorted small objects. |



|            |                                    |                                                                                                                                                                                                             |                                                                                                                                                                                                                     |
|------------|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2-PS1-4    | <b>Matter and Its Interactions</b> | Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.                                                                                         | Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and heating paper. |
| K-2-ETS1-1 | <b>Engineering Design</b>          | Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. |                                                                                                                                                                                                                     |
| K-2-ETS1-2 | <b>Engineering Design</b>          | Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.                                                          |                                                                                                                                                                                                                     |
| K-2-ETS1-3 | <b>Engineering Design</b>          | Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.                                                                     |                                                                                                                                                                                                                     |

| <b>Differentiation</b>                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with 504 plans</b>                                                                                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>• Preferential seating</li> <li>• Guided notes</li> <li>• Extra time</li> <li>• Teacher check-ins</li> <li>• Use graphic organizers</li> <li>• Redirect attention</li> <li>• Prioritize tasks</li> <li>• Small group testing</li> <li>• Provide modifications &amp; accommodations per individual student's 504 plan</li> </ul> |
| <b>Special Education</b>                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>• Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>• Position the student near a helping peer or have quick access to the teacher</li> </ul>                                                                                                                                                  |

- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes of delivery
- Increase one-to-one time
- Prioritize tasks
- Use graphic organizers
- Use online resources for skill-building
- Provide teacher notes
- Use collaborative grouping strategies, such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

### Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

### English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

### Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School  
Curriculum**



|                            |                      |                     |                           |
|----------------------------|----------------------|---------------------|---------------------------|
| <b>Subject:</b><br>Science | <b>Grade:</b><br>2nd | <b>Unit #:</b><br>4 | <b>Pacing:</b><br>8 weeks |
|----------------------------|----------------------|---------------------|---------------------------|

**Unit Title: The Earth's Land and Water**

**OVERVIEW OF UNIT:**

In this unit of study, students use information and models to identify and represent the shapes and kinds of land and bodies of water in an area and where water is found on Earth. The crosscutting concept of patterns is called out as an organizing concept for these disciplinary core ideas. Students demonstrate grade-appropriate proficiency in developing and using models and obtaining, evaluating, and communicating information. Students are also expected to use these practices to demonstrate understanding of the core ideas.

**Big Ideas**

- Patterns in the natural world can be observed.
- Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form.
- Patterns in the natural world can be observed.
- Maps show where things are located. One can map the shapes and kinds of land and water in any area.

**Essential Questions**

- Where do we find water?
- How can we identify where water is found on Earth and if it is solid or liquid?
- In what ways can you represent the shapes and kinds of land and bodies of water in an area?

**Objectives**

- Students will be able to explain where we can find water.
- Students will be able to identify where water is found on Earth and if it is solid or liquid.
- Students will develop a model to represent patterns in the natural world.

**Assessment**

- Observe patterns in the natural world.
- Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) and other media that will be useful in answering a scientific question.
- Obtain information to identify where water is found on Earth and to communicate that it can be a solid or liquid.
- Observe patterns in the natural world.
- Develop a model to represent patterns in the natural world.
- Develop a model to represent the shapes and kinds of land and bodies of water in an area. (*Assessment does not include quantitative scaling in models.*)

**Formative Assessment:**

- Group Discussions
- Peer work

**Summative Assessment:**

- Projects
- Published Writing

**Benchmark:**

- Access Prior Knowledge

**Alternative:**

- Modified Projects
- Modified Work

**Key Vocabulary**

Natural, ocean, rivers, ponds, lakes, solid, liquid, patterns, Earth

**Resources & Materials**

- <https://www.nextgenscience.org>

**Technology Infusion****Teacher Technology:**

- Promethean Board
- Google Classroom
- StemScopes

**Student Technology:**

- Chromebooks
- StemScopes
- Seesaw

**Activities:**

- The students are using the Chromebooks to reflect concepts learned using Seesaw.
- The students are using STEMscopes to explore and discover topics being taught.

| Standard   | Standard Description                                                                                                               |
|------------|------------------------------------------------------------------------------------------------------------------------------------|
| 8.1.2.CS.1 | Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.   |
| 8.1.2.NI.1 | Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network |
| 8.2.2.ED.1 | Communicate the function of a product or device                                                                                    |

### Interdisciplinary Integration

**Activities:**

- The learner will conduct close readings and apply close reading strategies to better understand the content.

**Resources:**

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Educator Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

| Standard                | Standard Description                                                                                                                                                                                                                                 |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NJSLS-ELA CR            | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.                         |
| NJSLS-ELA RI.CR.2.1     | Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers                                                                                         |
| NJSLS-ELA RI.CT.2.8     | Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.                                                                                                                   |
| NJSLS-ELA W.RW.2.7      | Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.                                                                                                                                    |
| NJSLS-ELA SL.PE.2.1     | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.                                                                                                    |
| NJSLS-ELA SL.II.2.2     | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.                                                                                                                              |
| Mathematical Practice 4 | Model with mathematics                                                                                                                                                                                                                               |
| 2.NBT.A.3               | Read and write numbers to 1000 using base-ten numerals, number names, and expanded form                                                                                                                                                              |
| 2.M.B.5                 | Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. |

21<sup>st</sup> Century Life Skills Standards**Activities:**

- The learner will participate in an exploration of jobs pertaining to geology.

| Standard   | Student Learning Objectives                                                                          |
|------------|------------------------------------------------------------------------------------------------------|
| 9.4.2.CI.1 | Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). |
| 9.4.2.CI.2 | Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).                                |

## Careers

**Activities:**

- The learner will participate in STEAM building activities that address the science content and apply critical thinking skills while persevering in solving the task at hand.

| Practice                                                                           | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Utilize critical thinking to make sense of problems and persevere in solving them. | Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.                            |
| Demonstrate creativity and innovation.                                             | Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |

## Standards

| Standard # | Standard Description      | Student Learning Objective                                                                          | Clarification Statement                                                            |
|------------|---------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| 2-ESS2-3   | <b>Earth's Systems</b>    | Obtain information to identify where water is found on Earth and that it can be solid or liquid.    |                                                                                    |
| 2-ESS2-2   | <b>Earth's Systems</b>    | Develop a model to represent the shapes and kinds of land and bodies of water in an area.           | [Assessment Boundary: Assessment does not include quantitative scaling in models.] |
| K-2-ETS1-1 | <b>Engineering Design</b> | Ask questions, make observations, and gather information about a situation people want to change to |                                                                                    |

|            |                           |                                                                                                                                                    |  |
|------------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--|
|            |                           | define a simple problem that can be solved through the development of a new or improved object or tool.                                            |  |
| K-2-ETS1-2 | <b>Engineering Design</b> | Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. |  |
| K-2-ETS1-3 | <b>Engineering Design</b> | Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.            |  |

| <b>Differentiation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Students with 504 plans</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <ul style="list-style-type: none"> <li>• Preferential seating</li> <li>• Guided notes</li> <li>• Extra time</li> <li>• Teacher check-ins</li> <li>• Use graphic organizers</li> <li>• Redirect attention</li> <li>• Prioritize tasks</li> <li>• Small group testing</li> <li>• Provide modifications &amp; accommodations per individual student's 504 plan</li> </ul>                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Special Education</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <ul style="list-style-type: none"> <li>• Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>• Position the student near a helping peer or have quick access to the teacher</li> <li>• Modify or reduce assignments/tasks</li> <li>• Reduce the length of the assignment for different modes of delivery</li> <li>• Increase one-to-one time</li> <li>• Prioritize tasks</li> <li>• Use graphic organizers</li> <li>• Use online resources for skill-building</li> <li>• Provide teacher notes</li> <li>• Use collaborative grouping strategies, such as small groups</li> <li>• NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> </ul> |  |
| <b>Response to Intervention (RTI)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <ul style="list-style-type: none"> <li>• Tiered interventions following the RTI framework</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |

- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

**English Language Learners (ELL)**

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

**Enrichment**

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources



**Califon Public School  
Curriculum**



|                            |                      |                     |                           |
|----------------------------|----------------------|---------------------|---------------------------|
| <b>Subject:</b><br>Science | <b>Grade:</b><br>2nd | <b>Unit #:</b><br>5 | <b>Pacing:</b><br>8 weeks |
|----------------------------|----------------------|---------------------|---------------------------|

**Unit Title: Changes to Earth's Land**

**OVERVIEW OF UNIT:**

In this unit of study, students apply their understanding of the idea that wind and water can change the shape of land to compare design solutions to slow or prevent such change. The crosscutting concepts of stability and change; structure and function; and the influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. Students demonstrate grade-appropriate proficiency in asking questions and defining problems, developing and using models, and constructing explanations and designing solutions. Students are also expected to use these practices to demonstrate understanding of the core ideas.

**Big Ideas**

- Some events happen very quickly; others occur very slowly over a time period much longer than one can observe.
- Things may change slowly or rapidly.
- Things may change slowly or rapidly.
- Developing and using technology have impacts on the natural world.
- Scientists study the natural and material world.
- The shape and stability of structures of natural and designed objects are related to their function(s).
- Wind and water can change the shape of the land.
- Because there is always more than one possible solution to a problem, it is useful to compare and test designs.
- A situation that people want to change or create can be approached as a problem to be solved through engineering.
- Asking questions, making observations, and gathering information are helpful in thinking about problems.
- Before beginning to design a solution, it is important to clearly understand the problem.
- Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.

**Essential Questions**

- In what ways do humans slow or prevent wind or water from changing the shape of the land?
- What evidence can we find to prove that Earth events can occur quickly or slowly?
- In what ways do humans slow or prevent wind or water from changing the shape of the land?

### Objectives

- Students will be able to create ways that humans can slow or prevent wind or water from changing the shape of the land.
- Students can provide evidence to prove that Earth events can occur quickly or slowly.

### Assessment

- Make observations from several sources to construct an evidence-based account for natural phenomena.
- Use information from several sources to provide evidence that Earth events can occur quickly or slowly. (*Assessment does not include quantitative measurements of timescales.*) Some examples of these events include:
  - Volcanic explosions
  - Earthquakes
  - Erosion of rocks.
- Compare multiple solutions to a problem.
- Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. Examples of solutions could include:
  - Different designs of dikes and windbreaks to hold back wind and water
  - Different designs for using shrubs, grass, and trees to hold back the land.
- Ask questions based on observations to find more information about the natural and/or designed world.
- Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- Define a simple problem that can be solved through the development of a new or improved object or tool.
- Develop a simple model based on evidence to represent a proposed object or tool.
- Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

#### Formative Assessment:

- Group Discussions
- Peer work

#### Summative Assessment:

- Projects
- Published Writing

#### Benchmark:

- Access Prior Knowledge

#### Alternative:

- Modified Projects

- Modified Work

### Key Vocabulary

Windbreaks, dikes, shrubs, solution, earthquakes, volcanic explosions, erosion, observations, engineering

### Resources & Materials

- <https://www.nextgenscience.org>

### Technology Infusion

#### Teacher Technology:

- Promethean Board
- Google Classroom
- StemScopes

#### Student Technology:

- Chromebooks
- StemScopes
- Seesaw

#### Activities:

- The students are using the Chromebooks to reflect concepts learned using Seesaw.
- The students are using STEMscopes to explore and discover topics being taught.

| Standard   | Standard Description                                                                                                               |
|------------|------------------------------------------------------------------------------------------------------------------------------------|
| 8.1.2.CS.1 | Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.   |
| 8.1.2.NI.1 | Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network |
| 8.2.2.ED.1 | Communicate the function of a product or device                                                                                    |

### Interdisciplinary Integration

#### Activities:

- The learner will conduct close readings and apply close reading strategies to better understand the content.

#### Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>

- STEM Works - <http://stem-works.com/activities>
- [What Every Educator Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

| Standard                | Standard Description                                                                                                                                                                                                         |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NJSLS-ELA CR            | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| NJSLS-ELA RI.CR.2.1     | Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers                                                                 |
| NJSLS-ELA RI.IT.2.3     | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.                                                                                           |
| NJSLS-ELA W.RW.2.7      | Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.                                                                                                            |
| NJSLS-ELA SL.PE.2.1     | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.                                                                            |
| NJSLS-ELA SL.II.2.2     | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.                                                                                                      |
| Mathematical Practice 4 | Model with mathematics                                                                                                                                                                                                       |
| 2.NBT.A                 | Understand place value                                                                                                                                                                                                       |

### 21<sup>st</sup> Century Life Skills Standards

#### Activities:

- The learner will participate in an exploration of jobs pertaining to geology.

| Standard   | Student Learning Objectives                                                                          |
|------------|------------------------------------------------------------------------------------------------------|
| 9.4.2.CI.1 | Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). |
| 9.4.2.CI.2 | Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).                                |

### Careers

#### Activities:

- The learner will participate in STEAM building activities that address the science content and apply critical thinking skills while persevering in solving the task at hand.

| Practice                                                                           | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Utilize critical thinking to make sense of problems and persevere in solving them. | Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others. |

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Demonstrate creativity and innovation. | Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Standards  |                                      |                                                                                                                                                                                                             |                                                                                                                                                                                                                                                      |
|------------|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard # | Standard Description                 | Student Learning Objective                                                                                                                                                                                  | Clarification Statement                                                                                                                                                                                                                              |
| 2-ESS1-1   | <b>Earth's Place in the Universe</b> | Use information from several sources to provide evidence that Earth events can occur quickly or slowly.                                                                                                     | Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.]<br>[Assessment Boundary: Assessment does not include quantitative measurements of timescales.] |
| 2-ESS2-1   | <b>Earth's Systems</b>               | Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.                                                                                                   | Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.                                                           |
| K-2-ETS1-1 | <b>Engineering Design</b>            | Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. |                                                                                                                                                                                                                                                      |
| K-2-ETS1-2 | <b>Engineering Design</b>            | Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.                                                          |                                                                                                                                                                                                                                                      |
| K-2-ETS1-3 | <b>Engineering Design</b>            | Analyze data from tests of two objects designed to solve                                                                                                                                                    |                                                                                                                                                                                                                                                      |

|  |  |                                                                                |  |
|--|--|--------------------------------------------------------------------------------|--|
|  |  | the same problem to compare the strengths and weaknesses of how each performs. |  |
|--|--|--------------------------------------------------------------------------------|--|

| <b>Differentiation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| <b>Students with 504 plans</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |  |  |
| <ul style="list-style-type: none"> <li>• Preferential seating</li> <li>• Guided notes</li> <li>• Extra time</li> <li>• Teacher check-ins</li> <li>• Use graphic organizers</li> <li>• Redirect attention</li> <li>• Prioritize tasks</li> <li>• Small group testing</li> <li>• Provide modifications &amp; accommodations per individual student's 504 plan</li> </ul>                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |
| <b>Special Education</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |  |
| <ul style="list-style-type: none"> <li>• Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>• Position the student near a helping peer or have quick access to the teacher</li> <li>• Modify or reduce assignments/tasks</li> <li>• Reduce the length of the assignment for different modes of delivery</li> <li>• Increase one-to-one time</li> <li>• Prioritize tasks</li> <li>• Use graphic organizers</li> <li>• Use online resources for skill-building</li> <li>• Provide teacher notes</li> <li>• Use collaborative grouping strategies, such as small groups</li> <li>• NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> </ul> |  |  |  |
| <b>Response to Intervention (RTI)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |
| <ul style="list-style-type: none"> <li>• Tiered interventions following the RTI framework</li> <li>• Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>• Intervention Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>                                                                                                                                                                                                                          |  |  |  |
| <b>English Language Learners (ELL)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |
| <ul style="list-style-type: none"> <li>• Provide text-to-speech</li> <li>• Use of a translation dictionary or software</li> <li>• Provide graphic organizers</li> <li>• NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>• Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>                                                                                                                                                                                                                         |  |  |  |
| <b>Enrichment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |
| <ul style="list-style-type: none"> <li>• Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>• Utilize project-based learning for greater depth of knowledge</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |

- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources