

Unit Title	Pacing	Standards	Assignments and Assessments
1. Force & Motion	4 weeks- Aug-September	<p>CS 2PS1.a <i>Students know the position of an object can be described by locating it in relation to another object or to the background.</i></p> <p>2IE4.g <i>Follow oral instructions for a scientific investigation.</i></p> <p>2PS1.b <i>Student’s know an object’s motion can be described by recording the change in position of the object over time.</i></p> <p>2PS1.c <i>students know the way to change how something is moving is to give it a push or pull.</i></p> <p>2PS1.d <i>Students know tools and machines are used to apply pushes and pulls.</i></p> <p>2PS1.e <i>Students know objects fall to the ground unless something holds them up.</i></p> <p>2PS1.f <i>students know magnets can be used to make some objects move without being touched.</i></p> <p>2IE4.0 <i>Scientific progress is made by asking meaningful questions and conducting careful investigations.</i></p> <p>2IE4.a <i>Make predictions based on observed patterns and not random</i></p>	<p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Inquiry- Explain Your Results, SE p.6</li> <li>• Lesson Study Guides, <i>Science Study Notebook</i> p. 8-13</li> <li>• Inquiry- Activity Recording Sheet, <i>Science Study Notebook</i> p.14-15 and Explain your results, SE p.31</li> <li>• Ch 1 Review, SE p.34-35</li> </ul> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Questioning, <i>TE</i> p.9-16</li> <li>• Exit tickets</li> <li>• Lesson Quiz, <i>Assessment Book</i> p.10</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Chapter 1 Test, <i>Assessment Book</i> p.11-14</li> </ul>

		<i>guessing.</i>	
2.Sound	4 weeks - October	<p>2PS1.g <i>Students know sound is made by vibrating objects and can be described by its pitch and volume.</i></p> <p>2IE4.a <i>Make predictions based on observed patterns and not random guessing.</i></p> <p>2PS1.b <i>Students know an object's motion can be described by recording the change in position of the object over time.</i></p> <p>2PS1.4 <i>Ask and answer simple questions related to data representations</i></p> <p>2IE4.b <i>Measure length, weight, temperature and liquid volume with appropriate tools and express in standard metric system units.</i></p>	<p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Lesson Study Guides , <i>Science Study Notebook</i> p 21-26</li> <li>• Directed Inquiry, <i>California Science</i> p 42</li> <li>• Water in a bowl experiment</li> <li>• Vibration experiment and explain your results</li> <li>• Guided Inquiry, <i>California Science</i> p 54-55</li> </ul> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Cards</li> <li>• Exit Tickets, teacher created</li> <li>• Question-answer T-chart</li> <li>• Lesson Quiz, <i>Assessment Book</i> p 17, 19</li> <li>• Questions, <i>TE</i> p 44-51</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Chapter Test, <i>Assessment Book</i> p 21-24</li> <li>• Paragraph essay: 3 different objects, 3 different sounds</li> </ul>
3.Plants and Animals in their Environments	6 weeks- November to December	<p>2LS2.a <i>Students know that organisms reproduce offspring of their own kind and that offspring resemble parents and one another</i></p> <p>2IE4.c <i>Compare and sort common objects according to two or more physical attributes</i></p> <p>2LS2.c <i>Students know many characteristics of an organism are inherited from the parents; some are</i></p>	<p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Lesson Guide, <i>Science Study Notebook</i> p 36-40</li> <li>• Mule deer and snowshoe hare flow chart</li> <li>• Venn diagram- two dogs</li> <li>• Explain Your Results, <i>SE</i> p 76</li> <li>• Match parents and offspring</li> </ul> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Exit ticket</li> <li>• Vocabulary cards: offspring, inherit, environment</li> <li>• Lesson Quiz, <i>Assessment Book</i> p</li> <li>• Questions, <i>TE</i> p 79-88</li> </ul>

		<p><i>caused or influenced by the environment.</i>                  2LS2.d <i>Students know there is variation among individuals of one kind within a population.</i>                  21E4.b <i>Measure length, weight, temperature and liquid volume with appropriate tools and express in standard metric system units.</i>                  21E4.e <i>Construct bar graphs to record data, using appropriately labeled axes</i></p>	<p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Animal Diorama and writing</li> <li>• Chapter Test</li> </ul>
<p>7. Dinosaurs and Fossils</p>	<p>6 Weeks- January and February</p>	<p>2ES3.d <i>Students know that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils.</i>                  2ES3.c <i>Students know that soil is made partially from weathered rock and partially from organic materials and that soils differ in their characteristics</i>                  21E4.d <i>Write or draw a sequence of steps, events, and observations</i>                  21E4.b <i>Measure length, weight, and liquid volume with appropriate tools and express in standard metric system units.</i></p>	<p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Dinosaur bone cutout</li> <li>• Explain your results, SE p. 202</li> <li>• Lesson Study Guide, <i>Science Study Notebook</i> p.94</li> <li>• Lesson Study Guide, <i>Science Study Notebook</i> p.97</li> <li>• Venn diagram comparing animals and plants now to those long ago</li> <li>• Fossil Hypothesis drawing and paragraph</li> </ul> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• KWL Chart</li> <li>• Entrance/Exit tickets</li> <li>• Questioning, <i>TE</i> p</li> <li>• Lesson Quiz, <i>Assessment Book</i> p</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Teacher-created Chapter Test</li> <li>• Dinosaur diorama and writing project</li> </ul>

		<p>2IE4.0 <i>scientific progress is made by asking meaningful questions and conducting careful investigations.</i></p>	
<p>6.Rocks and Minerals</p>	<p>4 Weeks- March</p>	<p>2ES3.0                  2ES3.a <i>Compare the physical properties of rocks and know that rock is composed of combinations of minerals</i>                  2ES3.b <i>Know smaller rocks come from the breakage and weathering of larger rocks</i>                  2ES3.c <i>2ES3.c Students know that soil is made partially from weathered rock and partially from organic materials and that soils differ in their characteristics</i>                  2ES3.e <i>Students know water, rock, plants, and soil provide many resources</i>                  2IE4.b <i>Measure length, weight, and liquid volume with appropriate tools and express in standard metric system units</i>                  2IE4.c <i>Compare and sort common objects according to two or more physical attributes</i>                  2IE4.f <i>Use magnifiers or microscopes to observe and draw descriptions of small objects or small</i></p>	<p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Directed Inquiry- Compare Properties of Earth Materials, <i>SE</i> p 170</li> <li>• Lesson Study Guides, <i>Science Study Notebook</i> p.80-84</li> <li>• Guided Inquiry: Compare and sort minerals rocks, <i>TE</i> p 167f</li> <li>• Weathering hypothesis and inquiry</li> <li>• Categorize Natural Resources in a chart</li> </ul> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• KWL chart</li> <li>• Questions, <i>TE</i> p.179-189</li> <li>• Vocabulary cards: rock, minerals, luster, weathering, soil, natural resources, fuel</li> <li>• Exit/Entrance Tickets</li> <li>• Lesson Quiz, <i>Assessment Book</i> p</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• teacher-created Chapter Test</li> </ul>

<p>4. Animal Life Cycles</p>	<p>5 Weeks- April</p>	<p><i>features of objects</i></p> <p>2LS2.b <i>Students know the sequential stages of life cycles are different for different animals</i></p> <p>2IE4.d <i>Write or draw descriptions of a sequence of steps, events, observations.</i></p> <p>2IE4.f <i>Use magnifiers or microscopes to observe and draw descriptions of small objects or small features of objects</i></p>	<p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Categorize types of animals in a chart</li> <li>• Frog life cycle booklet</li> <li>• Venn diagram comparing two life cycles</li> <li>• Lesson Study Guides, <i>Science Study Notebook</i> p. 45-46</li> <li>• Butterfly inquiry and observation, teacher created</li> <li>• Groupwork/presentation: life cycle poster</li> </ul> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• KWL chart</li> <li>• Vocabulary Cards: life cycle, mammal, insect, amphibian, tadpole, larva, pupa</li> <li>• Entrance/Exit ticket</li> <li>• Four life cycles movement activity</li> <li>• Lesson Quiz, <i>Assessment Book</i> p.</li> <li>• Quick picture of a mouse life cycle</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• teacher-created Chapter Test</li> <li>• Life cycle narrative essay</li> </ul>
<p>5. All About Plants</p>	<p>6 Weeks- May and June</p>	<p>2LS2.0 <i>Plants and animals have predictable life cycles.</i></p> <p>2LS2.e <i>Students know that different factors can affect the germination and growth of plants.</i></p> <p>2LS2.f <i>Students know flowers and fruits are associated with reproduction in plants.</i></p> <p>2IE4.0 <i>Scientific progress is made by</i></p>	<p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Plant journal with hypothesis, measurements, observations, and drawings</li> <li>• Label parts of a plant</li> <li>• <i>Science Workbook</i> p 59-66</li> <li>• Compare the Growing Times, <i>California Science</i> p 146-47</li> <li>• Full Inquiry, <i>California Science</i> p 156-157</li> <li>• Plant life cycle illustration</li> </ul> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Entrance/exit tickets</li> </ul>

		<p><i>asking meaningful questions and conducting careful investigations.</i>  <i>2IE4.b Measure length, weight, temperature and liquid volume with appropriate tools and express in standard metric system units.</i>  <i>2IE4.d Write or draw descriptions of a sequence of steps, events, observations.</i>  <i>2IE4.e Construct bar graphs to record data</i>  <i>2.IE4.f Use magnifiers or microscopes to observe and draw descriptions of small objects or small features of objects</i></p>	<ul style="list-style-type: none"> <li>• Lesson Quiz, <i>Assessment Book p</i></li> <li>• Healthy/Unhealthy plant comparison</li> <li>• Plant journal reflection</li> <li>• Questions: <i>TE p</i></li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• teacher-created Chapter Test</li> <li>• Plant life cycle poster and presentation</li> </ul>
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