

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>Assignments</p> <ul style="list-style-type: none"> • Inquiry- Explain Your Results, SE p.6 • Lesson Study Guides, <i>Science Study Notebook</i> p. 8-13 • Inquiry- Activity Recording Sheet, <i>Science Study Notebook</i> p.14-15 and Explain your results, SE p.31 • Ch 1 Review, SE p.34-35 <p>Formative</p> <ul style="list-style-type: none"> • Questioning, <i>TE</i> p.9-16 • Exit tickets • Lesson Quiz, <i>Assessment Book</i> p.10 <p>Summative</p> <ul style="list-style-type: none"> • Chapter 1 Test, <i>Assessment Book</i> p.11-14

		guessing.	
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>Assignments</p> <ul style="list-style-type: none"> • Lesson Study Guides , <i>Science Study Notebook</i> p 21-26 • Directed Inquiry, <i>California Science</i> p 42 • Water in a bowl experiment • Vibration experiment and explain your results • Guided Inquiry, <i>California Science</i> p 54-55 <p>Formative</p> <ul style="list-style-type: none"> • Vocabulary Cards • Exit Tickets, teacher created • Question-answer T-chart • Lesson Quiz, <i>Assessment Book</i> p 17, 19 • Questions, <i>TE</i> p 44-51 <p>Summative</p> <ul style="list-style-type: none"> • Chapter Test, <i>Assessment Book</i> p 21-24 • Paragraph essay: 3 different objects, 3 different sounds
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>Assignments</p> <ul style="list-style-type: none"> • Lesson Guide, <i>Science Study Notebook</i> p 36-40 • Mule deer and snowshoe hare flow chart • Venn diagram- two dogs • Explain Your Results, <i>SE</i> p 76 • Match parents and offspring <p>Formative</p> <ul style="list-style-type: none"> • Exit ticket • Vocabulary cards: offspring, inherit, environment • Lesson Quiz, <i>Assessment Book</i> p • Questions, <i>TE</i> p 79-88

		<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>Summative</p> <ul style="list-style-type: none"> • Animal Diorama and writing • Chapter Test
<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>Assignments</p> <ul style="list-style-type: none"> • Dinosaur bone cutout • Explain your results, SE p. 202 • Lesson Study Guide, <i>Science Study Notebook</i> p.94 • Lesson Study Guide, <i>Science Study Notebook</i> p.97 • Venn diagram comparing animals and plants now to those long ago • Fossil Hypothesis drawing and paragraph <p>Formative</p> <ul style="list-style-type: none"> • KWL Chart • Entrance/Exit tickets • Questioning, <i>TE</i> p • Lesson Quiz, <i>Assessment Book</i> p <p>Summative</p> <ul style="list-style-type: none"> • Teacher-created Chapter Test • Dinosaur project

		<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>Assignments</p> <ul style="list-style-type: none"> • Directed Inquiry- Compare Properties of Earth Materials, <i>SE</i> p 170 • Lesson Study Guides, <i>Science Study Notebook</i> p.80-84 • Guided Inquiry: Compare and sort minerals rocks, <i>TE</i> p 167f • Weathering hypothesis and inquiry • Categorize Natural Resources in a chart <p>Formative</p> <ul style="list-style-type: none"> • KWL chart • Questions, <i>TE</i> p.179-189 • Vocabulary cards: rock, minerals, luster, weathering, soil, natural resources, fuel • Exit/Entrance Tickets • Lesson Quiz, <i>Assessment Book</i> p <p>Summative</p> <ul style="list-style-type: none"> • teacher-created Chapter Test

		<i>features of objects</i>	
4. Animal Life Cycles	5 Weeks- April	<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>Assignments</p> <ul style="list-style-type: none"> • Categorize types of animals in a chart • Frog life cycle booklet • Venn diagram comparing two life cycles • Lesson Study Guides, <i>Science Study Notebook</i> p. 45-46 • Butterfly inquiry and observation, teacher created • Groupwork/presentation: life cycle poster <p>Formative</p> <ul style="list-style-type: none"> • KWL chart • Vocabulary Cards: life cycle, mammal, insect, amphibian, tadpole, larva, pupa • Entrance/Exit ticket • Four life cycles movement activity • Lesson Quiz, <i>Assessment Book</i> p. • Quick picture of a mouse life cycle <p>Summative</p> <ul style="list-style-type: none"> • teacher-created Chapter Test • Life cycle narrative essay
5. All About Plants	6 Weeks- May and June	<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>Assignments</p> <ul style="list-style-type: none"> • Plant journal with hypothesis, measurements, observations, and drawings • Label parts of a plant • <i>Science Workbook</i> p 59-66 • Compare the Growing Times, <i>California Science</i> p 146-47 • Full Inquiry, <i>California Science</i> p 156-157 • Plant life cycle illustration <p>Formative</p> <ul style="list-style-type: none"> • Entrance/exit tickets

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