

Science Curriculum Map

Grade: 2

Insects/ Life Science

Enduring Understanding: Students are able to describe insect structures and behaviors in different stages of the life cycle of a variety of insects.

Priority EALRs/GLEs	Materials/Resources	Assessment
<p>1.2 Structures of systems 1.2.7. Understand that plants and animals have life cycles.</p> <ul style="list-style-type: none"> Observe and describe the life cycle of a plant or animal (e.g., describe the life cycle of a butterfly- egg, caterpillar or larva, cocoon, and butterfly or adult). <p>2.1 Investigating Systems 2.1.1. Understand how to ask a question about objects, organisms, and events in the environment.</p> <ul style="list-style-type: none"> Wonder and ask questions about objects, organisms, and events based on observations of the natural world. <p>2.1.2. Understand how to plan and conduct simple investigations following all safety rules.</p> <ul style="list-style-type: none"> Make observations and record characteristics or properties. Make predictions of the results of an investigation. Plan and conduct an observational investigation that collects information about characteristics or properties. Collect data using simple equipment and tools that extend the senses (e.g., magnifiers, rulers, balances, scales, and thermometers). Follow all safety rules during investigations. <p>2.1.3. Understand how to construct a reasonable explanation using evidence.</p> <ul style="list-style-type: none"> Categorize and order observational data from 	<p>FOSS Kit</p> <p>www.k12.wa.us www.marcopolo.wednet.edu www.teachersdomain.org www.nettrekker.com www.fossweb.com www.enchantedlearning.com www.discoverykids.com www.BillNye.com</p> <p>See Grade Level Vocabulary List in Teachers Guide</p>	<p>FOSS Kit</p> <p>Key Concepts</p> <ul style="list-style-type: none"> Change Diversity Habitat Insect life (adult, egg, larva, caterpillar, pupa, chrysalis) Metamorphosis

<p>multiple trials.</p> <ul style="list-style-type: none"> • Explain and event or phenomenon using observations as evidence (e.g., shape, texture, size, weight, color, motion, and/or other physical properties). <p>2.1.5. Understand how to record and report investigations, results, and explanations.</p> <ul style="list-style-type: none"> • Report observations of simple investigations using drawings and simple sentences. • Describe and/or draw the materials used in the investigation (e.g., numbers, shapes, colors). • Report safety procedures used during the investigation. • Report the process used and results of the investigation (e.g., verbal, visual, written and/or mathematical formats). <p>2.2 Nature of Science</p> <p>2.2.1. Understand that all scientific observations are reported accurately even when the observations contradict expectations.</p> <ul style="list-style-type: none"> • Record what is observed and explain how it was done accurately and honestly. • Keep records and explain that the records have not been changed even when they did not match initial expectations. <p>2.2.2. Understand that observations and measurement are used by scientists to describe the world.</p> <ul style="list-style-type: none"> • Raise questions about the natural world and seek answers by making careful observations and trying things out. • Make observations and measurements about natural phenomena. <p>2.2.3. Understand that similar may not produce similar results.</p> <ul style="list-style-type: none"> • Observe the procedures of two similar investigations and explain that they produce different results. <p>2.2.4. Understand how to make the results of scientific</p>		
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<p>investigations reliable.</p> <ul style="list-style-type: none">• Describe how the method of investigation insures reliable results (i.e., reliability means that repeating an investigation gives similar results).• Identify and describe ways to increase the reliability or the results of an investigation (e.g., multiple trials of an investigation increase the reliability of the results). <p>2.2.5. Know that ideas in science change as new scientific evidence arises.</p> <ul style="list-style-type: none">• Tell how scientific inquiry results in facts, unexpected findings, ideas, evidence, and explanations. <p>3.1 Designing Solutions</p> <p>3.1.2. Understand how to construct and test a solution to a problem.</p> <ul style="list-style-type: none">• Propose, construct, and test a solution to a problem.<ul style="list-style-type: none">◦ Give examples of possible solutions to the problem◦ Select and construct a solution to the problem◦ Test a solution to the problem		
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