

MARLBORO CENTRAL SCHOOL DISTRICT-CURRICULUM MAP

Subject: Living Environment

Grade 2

Title or Topics (Unit organizing idea)	Science Concepts (Inquiry Question)	Skills (What students actually do)	Content (nouns and noun phrases)	Science Skills	Literacy Connections	Major Assessments (Tests, projects, etc.)	Time Frame (Number of weeks)
Plants	<ol style="list-style-type: none"> 1. What are the functions of each part of the plant? Seed? 2. What is the lifecycle of a plant? 3. How are seeds scattered? 	<ol style="list-style-type: none"> 1a. Describe a plant 1b. Identify parts of a plant. 1c. Describe each parts function 2a. Describe the growth & development of a plant 2b. Write about how a plant grows in plant log 3a. Identify the parts of a seed & how they can be scattered. <p>Vocabulary: roots, stem, leaves, flowers, scatter</p>	<ol style="list-style-type: none"> 1. Parts: root, stem, leaves, flowers (LE3.1b,6.2a) 2. Lifecycle of a plant (LE1.2a, 4.1b, 4.1c, 4.1d, 4.2a) 3. Seed scatter (seed dispersal) 	<ol style="list-style-type: none"> 1. Identify parts & their functions 2. Define & label plant lifecycle 3. Identify ways seeds scatter 	<p>For media materials:</p> <ol style="list-style-type: none"> 1. www.marlboroschools.org 2. Select your school 3. Go to “Library” tab 4. Select “Search Library Catalog” icon 5. Follow the direction <p>For videos:</p> <ol style="list-style-type: none"> 1. www.marlboroschools.org 2. Select “Tools” tab 3. Select “United Streaming Video Connection 4. Username & Password are the same as your school email 5. Put keyword in the Search bar <p>Example: The Science of Plants</p>	<ol style="list-style-type: none"> 1. Label a diagram of plants’ parts & describe their functions 1b. Label a diagram of seeds’ parts & describe their functions 2. Write a description of a lifecycle of a plant 3. Create a visual poster showing various ways seeds can be scattered 	3 weeks

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Animals	<p>1. What are the characteristics used to classify animals?</p> <p>2. How can animals survive?</p>	<p>1. Classify animals 1b. Identify features that enable animals to live in various habitats</p> <p>2. Explain how animals depend on plants & other animals for food 2b. Name some ways animals protect themselves</p> <p>Vocabulary: mammals, reptiles, amphibians, birds, fish, insects, endangered species, and camouflage</p>	<p>1. Mammals, reptiles, amphibians, birds, fish, and insects 1b. Body coverings (LE2.1a, 2.2a, 2.2b) 1c. Reproductions (LE2.1a, 2.2a, 2.2b) 1d. Respiration (LE2.1a, 2.2a, 2.2b) 1e. Blood type (warm & cold) (LE2.1a, 2.2a, 2.2b)</p> <p>2. Protection/camouflage 2b. Animal Needs (food & plants & animals)</p>	<p>1. Classify animals 1b. Identify features of different animals (body coverings, reproductions, respiration, blood type, and protection) 1c. Compare the difference of animal types (mammal, reptiles, amphibian, birds, fish, and insects)</p> <p>1d. & 2. Gather & record information about an animal</p>	<p>1. Common Task 4 2. Graphic organizers For media materials: www.marlborschools.org 1. Select your school 2. Go to “Library” tab 3. Select “Search Library Catalog” icon 4. Follow the direction</p> <p>For videos: 1. www.marlborschools.org 2. Select “Tools” tab 3. Select “United Streaming Video Connection 4. Username & Password are the same as your school email 5. Put keyword in the Search bar</p>	<p>1. Common Task 4 2. Graphic Organizers 3. Venn Diagram comparing & contrasting 2 animals from different classifications</p>	8-10