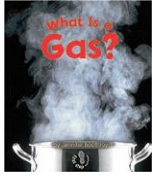


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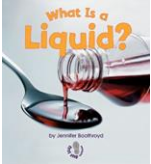
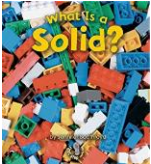
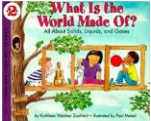
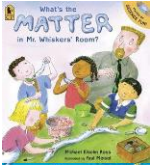
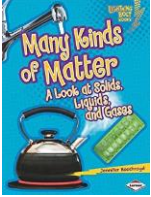
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Pacing (Month)	Essential Standards	Unit Topic(s) and Essential Questions	Student Target Outcomes and Goals <i>SWBAT</i>	Focus Topics/Skills	Assessment	Resources	Catholic Identity
Sept.-Nov.	<b>Structure and Properties of Matter</b>	<p>What is matter?</p> <p>What are the physical properties of matter?</p> <p>How can we tell the differences between states of matter?</p> <p>How does matter change?</p> <p>What happens when matter changes?</p>	<p>PS1.A: Structure and Properties of Matter 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. (2-PS1-1) Different properties are suited to different purposes. (2- PS1-2), (2-PS1-3) A great variety of objects can be built up from a small set of pieces. (2-PS1-3)</p> <p>PS1.B: Chemical Reactions Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes</p>	<ul style="list-style-type: none"> <li>• Define matter and mass</li> <li>• Identify and classify characteristics of solid, liquid and gases</li> <li>• Classify objects according to properties (material, color, luster, texture, hardness, flexibility, buoyancy, mass)</li> <li>• Demonstrate ability to find mass of objects using non standard and standard measurement</li> <li>• Recognize that larger structures can be made from smaller pieces</li> <li>• Observe how matter can be changed</li> <li>• Describe physical/chemical changes of matter (mixtures, solutions,</li> </ul>	<p>-name items that belong to each state of matter</p> <p>-describe the physical properties of given items</p> <p>-use a balance and gram cubes to find the mass of objects</p> <p>-use lego bricks, blocks, etc. to construct larger structures</p> <p>-describe how to change matter between states (add or take away heat)</p> <p>-name reversible changes (freezing/melting) and non-reversible changes (cooking)</p>	<p><a href="http://www.bcya.com/stat es_of_matter.htm">http://www.bcya.com/stat es_of_matter.htm</a></p> <p><a href="https://jr.brairpop.com/science/matter/">https://jr.brairpop.com/science/matter/</a></p> <p><a href="https://www.youtube.com/watch?v=TaRxiXQBOMg">https://www.youtube.com/watch?v=TaRxiXQBOMg</a></p> <p><a href="https://www.education.com/activity/article/states_of_matter_section/">https://www.education.com/activity/article/states_of_matter_section/</a></p> 	<p>Share ideas and thoughts about God and science topics</p> <p>Understand God created a well-ordered universe.</p> <p>Appreciate God’s creation</p> <p>Read Genesis story and other creation stories from various</p>

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Pacing (Month)	Essential Standards	Unit Topic(s) and Essential Questions	Student Target Outcomes and Goals <i>SWBAT</i>	Focus Topics/Skills	Assessment	Resources	Catholic Identity
			they are not. (2-PS1-4)	reversible/ non-reversible)		    	traditions

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Pacing (Month)	Essential Standards	Unit Topic(s) and Essential Questions	Student Target Outcomes and Goals <i>SWBAT</i>	Focus Topics/Skills	Assessment	Resources	Catholic Identity
Dec.-Feb.	<b>Interdependent Relationships in Ecosystems</b>	<p>What is a life cycle?</p> <p>What is a food chain?</p> <p>How can plant/animal life cycles be compared and contrasted?</p> <p>How does each plant part help it grow and change?</p> <p>Which living things live in different ecosystems?</p>	<p>LS2.A: Interdependent Relationships in Ecosystems Animals depend on plants or other animals for food. (2-LS2-2) (NYSED)</p> <p>Plants depend on water, light and air to grow. (2-LS2- 1) (NYSED) Some plants depend on animals for pollination and for dispersal of seeds from one location to another. (2-LS2-2)</p> <p>LS4.D: Biodiversity and Humans There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)</p>	<ul style="list-style-type: none"> <li>• Identify and label parts of a flowering plant</li> <li>• Describe function of parts of a plant</li> <li>• Explain photosynthesis</li> <li>• Describe how seeds are produced and transported</li> <li>• Describe how plants adapt to environment</li> <li>• Illustrate life cycle of a flowering plant</li> <li>• Recognize that living things have specific body parts for specific functions</li> </ul>	<p>-teacher observation</p> <p>-draw/label basic food chain from plant to various animals</p> <p>-draw/label plant parts</p> <p>-conduct experiment to see what happens when a plant has no light or no water</p> <p>-explain photosynthesis</p> <p>-describe how plants reproduce (pollination and seed dispersal)</p> <p>-describe how different areas support different plants and animals</p>	<p><a href="http://www.scienceforkidsclub.com/plant-lifecycle.html">http://www.scienceforkidsclub.com/plant-lifecycle.html</a></p> <p>Magic School Bus Photosynthesis is <a href="https://www.youtube.com/watch?v=AoV4ng3bWoI">https://www.youtube.com/watch?v=AoV4ng3bWoI</a></p> <p>Bill Nye Biodiversity video: <a href="https://www.youtube.com/watch?v=-Sybgof-X2k">https://www.youtube.com/watch?v=-Sybgof-X2k</a></p> <p>biodiversity video <a href="https://www.youtube.com/watch?v=Er">https://www.youtube.com/watch?v=Er</a></p>	<p>Share ideas and thoughts about God and science topics</p> <p>Understand God created a well-ordered universe.</p> <p>Appreciate God’s creation</p> <p>What does God have to do with Science laws?</p>

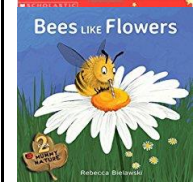
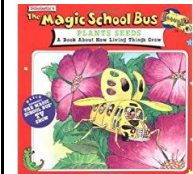
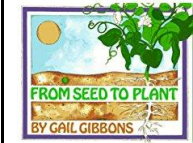
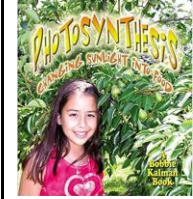
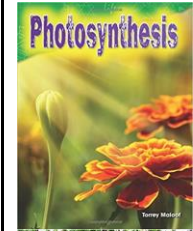
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Pacing (Month)	Essential Standards	Unit Topic(s) and Essential Questions	Student Target Outcomes and Goals <i>SWBAT</i>	Focus Topics/Skills	Assessment	Resources	Catholic Identity
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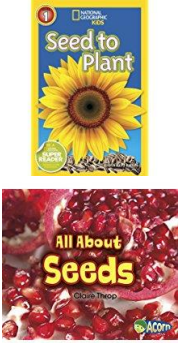
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<b>Mar.-June</b>	<b>Earth's Systems: Processes that Shape the Earth</b>	What are characteristics of earthquakes, volcanoes, glaciers, tornadoes, hurricanes?	ESS1.C: The History of Planet Earth Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1)	<ul style="list-style-type: none"> <li>-Identify causes and effects of earthquakes.</li> <li>-Identify causes and effects of volcanoes</li> <li>-Identify the causes and effects of glaciers..</li> <li>-Identify causes and effects of tornadoes.</li> <li>-Identify causes and effects of hurricanes.</li> </ul>		<p>Bill Nye Erosion:  <a href="https://www.youtube.com/watch?v=0e3D2RB-bqI">https://www.youtube.com/watch?v=0e3D2RB-bqI</a></p> <p>Brainpop Jr.  <a href="https://jr.brainpop.com/sci">https://jr.brainpop.com/sci</a></p>	<p>Share ideas and thoughts about God and science topics</p> <p>Understand God created a</p>

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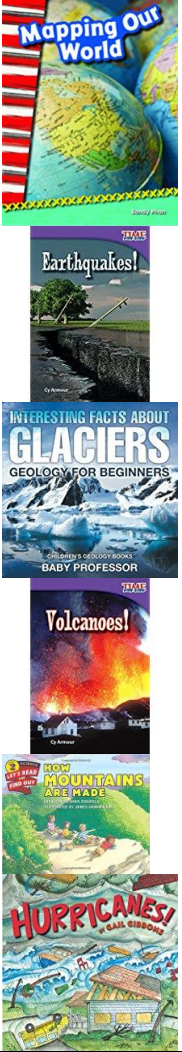
Pacing (Month)	Essential Standards	Unit Topic(s) and Essential Questions	Student Target Outcomes and Goals <i>SWBAT</i>	Focus Topics/Skills	Assessment	Resources	Catholic Identity
		<p>How does wind affect objects or land?</p> <p>How does water affect objects or land?</p> <p>How can people stop the effects of wind/water on the earth?</p> <p>What symbols on a map indicate landforms?</p> <p>Where is water found on the earth? In which form of matter is it found?</p>	<p>ESS2.A: Earth Materials and Systems Wind and water can change the shape of the land. (2-ESS2-1)</p> <p>ESS2.B: Plate Tectonics and Large-Scale System Interactions Maps show where things are located. One can map the shapes and kinds of land and water in any area. (2-ESS2- 2)</p> <p>ESS2.C: The Roles of Water in Earth’s Surface Processes Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid</p>	<ul style="list-style-type: none"> <li>• Define weathering and erosion</li> <li>• Identify three major causes of erosion</li> <li>• Recognize effects of erosion as a physical change</li> <li>• Identify natural or man-made methods to prevent weathering and erosion.</li> </ul> <p>-Locate regions on a map that are prone to earthquakes, volcanoes, tornadoes and hurricanes.</p> <p>-Locate regions on a map/globe that have water in any form</p>	<p>-Describe how wind can change land.</p> <p>-Describe how water can change land.</p> <p>-Design and test solutions to prevent weathering of earth by wind and water.</p> <p>-Tell what kind of land/water exist from symbols</p>	<p><a href="http://ence/land/fas/landchanges/">ence/land/fas/landchanges/</a></p> <p><a href="https://jr.braishop.com/science/land/slowlandchange/s/">https://jr.braishop.com/science/land/slowlandchange/s/</a></p> <p><a href="https://jr.braishop.com/science/land/landforms/">https://jr.braishop.com/science/land/landforms/</a></p> <p>Weathering and erosion <a href="https://www.youtube.com/watch?v=lyysL02ZvQ8">https://www.youtube.com/watch?v=lyysL02ZvQ8</a></p> <p>Weathering and erosion game: <a href="http://science.netlinks.com/interactives/s/haiteitup.html">http://science.netlinks.com/interactives/s/haiteitup.html</a></p>	<p>well-ordered universe.</p> <p>Appreciate God’s creation</p> <p>How are natural calamities part of God’s plan for creation?</p>

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