

Grade Level:	2nd
Class Title:	Science
Subject:	Science
Class Description:	<p>This class will encourage the student’s natural curiosity to become a better questioner, observer, and thinker. The Student will develop the ability to use simple tools and to solve problems in creative ways.</p> <p>This course will introduce the student to the fundamentals of the following Science topics: Physical Science- Force, Properties of Materials and Forms of Energy-classifying, heating and cooling Earth and Space- Sun’s Daily Motion, Water and Weather-wind and water Life Science- Life Cycles, Ecosystems and Inherited Characteristics-Plants and animals</p> <p>This class will work toward one or more EALRs. This will be a year-long class, spanning the 2014-2015 school year.</p> <p>The estimated instructional hours for this class are ____per week.</p>
Learning Materials:	List all materials.
Learning Goals/ Performance Objectives:	<ol style="list-style-type: none"> 1. Observe and describe using senses 2. Compare and Contrast 3. Ask questions about key details in text-CCS 4. Ask and answer who, what, where when, why, and how to demonstrate understanding of key details in a text-CCS 5. Sort and Classify 6. Explore Cause and Effect 7. Examine ideas with in topic of study 8. Find examples in nature 9. Summarize topics 10. Identify main topic-CCS 11. Recognize ideas and vocabulary with in topic of study 12. Measure and order by weight, capacity, height, length, and temperature 13. Investigate questions with in topic of study 14. Record and graph data 15. Label and explain diagrams 16. Define terms related to study 17. Participate in a shared research and writing projects and with adult support use digital tools to produce and publish project and/or writing-CCS 18. Use drawing, dictating, and/or writing to explain about a topic-CCS <p>Physical</p> <ol style="list-style-type: none"> 1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. 2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. 3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. 4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

Life

1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.
2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
3. Make observations of plants and animals to compare the diversity of life in different habitats.

Earth

1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
2. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
3. Develop a model to represent the shapes and kinds of land and bodies of water in an area.
4. Use information to identify where water is found on Earth and that it can be solid or liquid.

A team of certificated teachers who are highly qualified in this subject matter has reviewed this WSLP.

Please take a look at the sample learning activities below. Use them as a model to describe what your child will be doing at home. Adjust and modify them to match what you are doing at home. Just do your best, your consultant will give you more assistance at your meeting, if necessary. It is recommended that a Science Notebook be used to make written responses to record the activities below:

Learning Activities:

- (Student Name) Read for 30 minutes for information on a topic each week
- (Student Name) will participate in conducting one experiment each week
- (Student Name) will participate in a shared research project each month
- (Student Name) will complete ___pages per week/month in Science workbook
- (Student Name) will compare and contrast two objects (using a Venn diagram) each month
- (Student Name) will draw or label a diagram each month
- (Student Name) will keep a list of vocabulary words for the topic of study each month

**Progress Criteria/
Methods of Evaluation:**

[Student's name] will keep a portfolio of weekly work samples and any written assessments to present to consultant at face-to-face meetings each month. Monthly assessments will be completed by the consultant/certified teacher. Monthly Progress will be marked satisfactory or unsatisfactory based on the professional judgment of the certified teacher using parent input, work samples, and monthly assessments.