

Moon Area School District Curriculum Map

Course: Science, Environment and Ecology, and Health

Grade Level: 2

Content Area: Science

Frequency: Full-Year Course

Big Ideas

1. Biological Sciences
2. Physical Sciences: Chemistry and Physics
3. Earth and Space Sciences
4. Watersheds and Wetlands
5. Environmental Health
6. Ecosystems and Their Interactions
7. Threatened, Endangered and Extinct Species
8. Environmental Laws and Regulations
9. Concepts of Health
10. Healthful Living
11. Safety and Injury Prevention
12. Physical Activity

Essential Questions

13. Do students identify similarities and differences in the life cycles of plants and animals?
14. Do students explain how different parts of a plant work together to make the organism function?
15. Do students identify the needs of living things?
16. Do students explain the properties of liquids and solids?
17. Do students recognize that everything is made of matter?
18. Do students identify how different forms of energy cause changes?
19. Do students identify various types of water environments?
20. Do students identify living things found in a water environment?
21. Do students identify a wetland and the plants and animals found there?
22. Do students recognize the impact of watersheds and wetlands on animals and plants?
23. Do students identify needs of plants, animals and people?
24. Identify renewable and non-renewable resources?
25. Do students identify and describe the stages of growth and development?
26. Do students identify the location of the major body organs and systems?
27. Do students identify the role of the food guide pyramid in helping people eat a healthy diet?
28. Do students identify types and causes of common health problems of children?
29. Do students identify personal hygiene practices and community helpers to promote health and prevent the spread of disease?

30. Do students recognize safe/unsafe practices on the home, school and community?
 31. Do students recognize emergency situations and explain appropriate responses?
 32. Do students identify the positive and negative effects of regular participation in moderate to vigorous physical activities?

Primary Resource(s) & Technology:

Textbook Series, IXL online software,
 Microsoft Teams, Promethean Boards, Student Laptops/iPads

Pennsylvania and/or focus standards referenced at:

www.pdesas.org
www.education.pa.gov

Big Ideas/ EQs	Focus Standard(s)	Assessed Competencies (Key content and skills)	Timeline
1, 13, 14, 15	3.1.2.3A 3.1.2.A5 4.4.2.C	<ul style="list-style-type: none"> Identify similarities and differences un the life cycle of plants and animals Explain how different parts of a plant work together to make the organism function Examine life cycle of plants and animals in an aquatic habitat 	Life Cycles: August to September 4.5 weeks
2, 16, 17, 18	3.2.2A3 3.2.2.A4 3.2.2.A5 3.2.2B2 3.2.2.B6 3.3.2.A4	<ul style="list-style-type: none"> Demonstrate how heating and cooling may cause changes in the properties of materials Experiment and explain what happens when two or more substances are combined. Recognize that everything is made of matter Explore and describe how different forms of energy cause changes Recognize that light from the sun is an important sources of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow Explore that water exists in solid and liquid form. Explain and illustrate evaporation and condensation 	Properties: December to Mid-January 4.5 weeks
9, 10, 11, 12, 25, 26, 27, 28,	10.1.C 10.1.E 10.2.A 10.2.E 10.3.A	<ul style="list-style-type: none"> Explain the role of the food guide pyramid in helping people eat a healthy diet Identify types and causes of common health problems of children 	Germ: Mid-February to March 4.5 weeks

<p>29, 30, 31,32</p>	<p>10.3.B 10.3.C 10.3.D 10.4.A 10.4.B 10.4.C 10.4.D 10.4.E</p>	<ul style="list-style-type: none"> • Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease • Identify environmental factors that affect health • Recognize safe/unsafe practices in the home, school, and community • Recognize emergency situations and explain appropriate responses • Recognize conflict situations and identify strategies to avoid or resolve • Identify and use safe practices in physical activity settings • identify and engage in physical activities that promote physical fitness and health • Know the positive and negative effects of regular participation in moderate to vigorous physical activities • Know and recognize changes in body responses during moderate to vigorous physical activity • Identify likes and dislikes related to participation in physical activities • Identify reasons why regular participation in physical activities improves motor skills 	
<p>3, 4, 5, 6, 7, 8, 19, 20, 21,22, 23, 24</p>	<p>3.1.2.C2 3.1.2.C3 4.1.2.A 4.1.2.C 4.1.2.D 4.1.2.E 4.5.2.A 4.5.2.C 4.5.2.D</p>	<ul style="list-style-type: none"> • Explain that living things can only survive if their needs are being met • Describe some plants and animals that once lived on Earth but cannot be found anymore. Compare them to now living things that resemble them in some way. • Describe how a plant or an animal is dependent on living and nonliving things in an aquatic habitat. • Identify sources of energy in an aquatic habitat. • Identify differences in living things and describe how adaptations are important for survival. • Identify how living things survive changes in their environment. • Identify the natural resources used to make various products. 	<p>Plants and Animal Habitats</p>

		<ul style="list-style-type: none">• Identify how people can reduce pollution• Describe how people can help the environment by reducing, reusing, recycling, and composting.	Mid-March to April 4.5 weeks
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