Second Grade Science

Curriculum Guide

Dunmore School District

Dunmore, PA



Second Grade Science

Prerequisite:

Completion of First Grade

Course Description:

The Second Grade Science course is designed to provide students with a conceptual understanding of second grade science concepts as they pertain to the Pennsylvania State Core Standards. The course content gives students an introduction into various disciplines such as Physical, Life, and Earth Science. Students will delve deeper into these areas to further explore topics that include but are not limited to matter being understood as types of atoms present and the interactions both between and within atoms, how and why organisms interact with their environment and what are the effects of these interactions, and discover how and why Earth if constantly changing.

Special Education:

After a student has been evaluated and found to be eligible for specially designed instruction under one of the 13 disability categories, an individualized education plan will be developed to help the student succeed through a more intense intervention program. Special Education is the practice of educating students in a way that addresses their individual differences and needs. The purpose of special education is to provide equal access to education for children ages birth through 21 by providing specialized services that will lead to school success in general education. Our goal for each student is for him/her to be educated in his/her least restrictive environment with additional supports by way of specially designed instruction. After all interventions in the general education setting have been exhausted and the student is still not making progress, students can receive direct instruction in a special education classroom. Direct instruction provides more intense intervention and replacement instruction in order to minimize skill deficits. In our special education classrooms, students will have access to the standards-based general education curriculum, as well as using various research-based intervention programs. Resources and activities will be adjusted based on individual student needs. Suggested time found within the curriculum will be adjusted as needed per individual student's needs.

Special Education Strategies can be located in the IEP Enhancements table located in Appendix: A at the end of this document.

Year-at-a-glance

Subject: Second Grade Science Grade Level: 2 Date Completed: 3/28/2019	ect: Second Grade Science
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1st Quarter

Topic	Resources	Standards
Introduction to Second Grade-Physical Science- Matter	Science, Chapter 8: Lessons 1 thru 4, online	3.4.4A, 3.2.4C
	resources	

2nd Quarter

Topic	Resources	Standards
Physical Science- Matter	Science, Chapter 8: Lessons 1 thru 4, online	3.4.4A, 3.2.4C
	resources	

3rd Quarter

Topic	Resources	Standards
Life Science- Plants and Animals	Science, Chapter 1 Lessons 1 thru 6	3.3.4A, 3.3.4B, 3.3.4C
	Science, Chapter 3 Lessons 1 thru 5	3.3.4A, 3.3.4B, 3.3.4C
	Science, enapter 3 ressons r tina 3	3.3.47, 3.3.45, 3.3.46
	Science, Chapter 2 Lessons 1 thru 6	3.3.4A, 3.3.4B, 3.3.4C
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4th Quarter

Topic	Resources	Standards
Earth and Space Science-Erosion, Weathering, Landforms	Science, Chapter 5 Lessons 1 thru 5, online	3.5.4A
	resources	
	Science, Chapter 6 Lessons 1 thru 7, online	3.5.4D
	resources	

General Topic	Anchor Descriptor	Eligible Content,	Resources & Activities	Assessments	Suggested
	PA Academic and Core Standards	Skills & Vocabulary			(In Days)
Introduction to Second Grade- Physical Science- Matter Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	•	Essential Knowledge, Skills & Vocabulary Eligible Content: S4.C.1.1.1 Use physical properties [e.g., mass, shape, size, volume, color, texture, magnetism, state (i.e., solid, liquid, and gas), conductivity (i.e., electrical and heat)] to describe matter. S4.C.1.1.2 Categorize/group objects using physical characteristics Essential Knowledge/Skills: Different kinds of matter exist in various states. Observe, describe, and classify matter by properties and uses (e.g., size, shape, weight, texture, flexibility, hardness, color, etc). Vocabulary:	Approved textbook Science, Chapter 8: Lessons 1 thru 4	Teacher-based observations	Time
		Classify Describe Gas Liquid Matter Patterns			

	Solid		
	Weight		
	Mass		
	Property		
	Mixture		

General Topic	Anchor Descriptor	Eligible Content,	Resources & Activities	Assessments	Suggested
	PA Academic and Core Standards	Essential Knowledge, Skills & Vocabulary			Time (In Days)
Physical Science-	Anchor Descriptor:	Eligible Content:	Approved textbook	Teacher-based	2 weeks
Matter	S4.C.1.1 Describe observable physical properties of matter.	S4.C.1.1.1 Use physical properties [e.g., mass, shape,	Science, Chapter 8: Lessons 1 thru 4	observations	
Matter can be	DA Acadomic Standards	size, volume, color, texture,			
understood in terms of the types of atoms present and the interactions both between and within atoms.	 PA Academic Standards: 3.4.4.A Recognize basic concepts about the structure and properties of matter. Describe properties of matter (e.g., hardness, reactions to simple chemical tests). Know that combining two or more substances can make new materials with different properties. Know different material characteristics (e.g., texture, state of matter, solubility). 	magnetism, state (i.e., solid, liquid, and gas), conductivity (i.e., electrical and heat)] to describe matter. S4.C.1.1.2 Categorize/group objects using physical characteristics. Essential Knowledge/Skills: Matter can be described and classified by its observable properties. Observe, describe, and classify matter by properties and uses (e.g., size, shape, weight, texture, flexibility, hardness, color, etc).			
		Vocabulary: Color Flexibility Gas Liquid			

	Properties Solid		
ר	Texture Weight		
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General Topic	Anchor Descriptor	Eligible Content,	Resources & Activities	Assessments	Suggested
	PA Academic and Core Standards	Essential Knowledge, Skills & Vocabulary			Time (In Days)
Physical Science-Matter Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	Anchor Descriptor: S4.C.1.1 Describe observable physical properties of matter. PA Academic Standards: 3.4.4.A Recognize basic concepts about the structure and properties of matter. • Describe properties of matter (e.g., hardness, reactions to simple chemical tests). • Know that combining two or more substances can make new materials with different properties. • Know different material characteristics (e.g., texture, state of matter, solubility).	Eligible Content: S4.C.1.1.1 Use physical properties [e.g., mass, shape, size, volume, color, texture, magnetism, state (i.e., solid, liquid, and gas), conductivity (i.e., electrical and heat)] to describe matter. Essential Knowledge/Skills: Different kinds of matter exist in various states, depending on temperature. Plan and carry out investigations to test the idea that warming some materials causes them to change from solid to liquid and cooling causes them to change from liquid to solid. Vocabulary: Investigations Liquid Solid	Approved textbook Science, Chapter 8: Lessons 1 thru 4	Teacher-based observations	2 weeks

General Topic	Anchor Descriptor	Eligible Content,	Resources & Activities	Assessments	Suggested
	PA Academic and Core Standards	Essential Knowledge, Skills & Vocabulary			Time (In Days)
Physical Science-Matter Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	Anchor Descriptor: S4.C.1.1 Describe observable physical properties of matter. PA Academic Standards: 3.4.4.A Recognize basic concepts about the structure and properties of matter. • Describe properties of matter (e.g., hardness, reactions to simple chemical tests). • Know that combining two or more substances can make new materials with different properties. • Know different material characteristics (e.g., texture, state of matter, solubility).	Eligible Content: S4.C.1.1.1 Use physical properties [e.g., mass, shape, size, volume, color, texture, magnetism, state (i.e., solid, liquid, and gas), conductivity (i.e., electrical and heat)] to describe matter. Essential Knowledge/Skills: Matter can be described and classified by its observable properties. Plan and carry out investigations to test the idea that warming some materials causes them to change from solid to liquid and cooling causes them to change from liquid to solid. Vocabulary: Liquid Solid	Approved textbook Science, Chapter 8: Lessons 1 thru 4	Teacher-based observations	(In Days) 2 weeks

General Topic	Anchor Descriptor	Eligible Content,	Resources & Activities	Assessments	Suggested
	PA Academic and Core Standards	Essential Knowledge, Skills & Vocabulary			Time (In Days)
Physical Science-Matter Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	Anchor Descriptor: S4.C.1.1 Describe observable physical properties of matter. PA Academic Standards: 3.4.4.A Recognize basic concepts about the structure and properties of matter. • Describe properties of matter (e.g., hardness, reactions to simple chemical tests). • Know that combining two or more substances can make new materials with different properties. • Know different material characteristics (e.g., texture, state of matter, solubility).	Eligible Content: S4.C.1.1.1 Use physical properties [e.g., mass, shape, size, volume, color, texture, magnetism, state (i.e., solid, liquid, and gas), conductivity (i.e., electrical and heat)] to describe matter. Essential Knowledge/Skills: Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not. Construct an argument and provide evidence that some changes caused by heating or cooling can be reversed and some cannot. Vocabulary: Boiling	Approved textbook Science, Chapter 8: Lessons 1 thru 4 Online resources	Teacher-based observations	(In Days) 2 weeks
		Freezing Melting Reversing			

General Topic	Anchor Descriptor	Eligible Content,	Resources & Activities	Assessments	Suggested
	PA Academic and Core Standards	Essential Knowledge,			Time
		Skills & Vocabulary			(In Days)
Physical Science-	Anchor Descriptor:	Eligible Content:	Online resources and	Teacher-based	2 weeks
Matter	S4.C.1.1 Describe observable	S4.C.1.1.1 Use physical	teacher-created lessons	observations	
	physical properties of matter.	properties [e.g., mass, shape,			
Matter can be		size, volume, color, texture,			
understood in	PA Academic Standards:	magnetism, state (i.e., solid,			
terms of the types	3.4.4.A Recognize basic concepts	liquid, and gas), conductivity			
of atoms present	about the structure and properties	(i.e., electrical and heat)] to			
and the	of matter.	describe matter.			
interactions both	 Describe properties of 				
between and	matter				
within atoms.	(e.g., hardness, reactions to				
	simple	Essential Knowledge/Skills:			
	chemical tests).	Different properties are suited			
	Know that combining two or	for different purposes.			
	more substances can make				
	new materials with different	Analyze data from testing			
	properties.	objects made from different			
	 Know different material 	•			
	characteristics (e.g., texture,	materials to determine if a			
	state of matter, solubility).	proposed object functions as			
		intended.			
		Vocabulary:			
		Data			
		Functions			
		Test			

General Topic	Anchor Descriptor	Eligible Content,	Resources & Activities	Assessments	Suggested
	PA Academic and Core Standards	Essential Knowledge,			Time
		Skills & Vocabulary			(In Days)
Physical Science-	Anchor Descriptor:	Eligible Content:	Online resources and	Teacher-based	2 weeks
Matter	S4.C.1.1 Describe observable	N/A	teacher-created lessons	observations	
	physical properties of matter.				
Matter can be					
understood in	PA Academic Standards:	Essential Knowledge/Skills:			
terms of the types	3.2.4.C Recognize and use the	A great variety of objects can			
of atoms present	elements of scientific inquiry to	be built up from a small set of			
and the	solve problems.	pieces.			
interactions both	 Generate questions about 				
between and	objects, organisms and/or	Design an object built from a			
within atoms.	events that can be	small set of pieces to solve a			
	answered through scientific	problem and compare			
	investigations.	solutions designed by peers			
	 Design an investigation. 	given the same set of pieces.			
	 Conduct an experiment. 				
	 State a conclusion that is 	Make observations of how an			
	consistent with the	object made of small set of			
	information.	pieces can be disassembled			
		and made into a new object.			
		Vocabulary:			
		Construct			
		Design			
		Engineer			
		Disassemble			
		Problem solving			
		Solutions			

General Topic	Anchor Descriptor	Eligible Content,	Resources & Activities	Assessments	Suggested
	PA Academic and Core Standards	Essential Knowledge, Skills & Vocabulary			Time (In Days)
Life Science- Plants and Animals Some Plants of Science- Plants of Science- Plants of Science Plants o	Anchor Descriptors: S4.B.1.1 Identify and describe similarities and differences between living things and their life processes. S4.B.2.1 Identify and explain how adaptations help organisms to survive PA Academic Standards: 3.3.4.A Know the similarities and differences of living things. • Identify life processes of	Eligible Content: S4.B.1.1.1 Identify life processes of living things (e.g., growth, digestion, respiration). S4.B.1.1.5 Describe the life cycles of different organisms (e.g., moth, grasshopper, frog, seed-producing plant). S4.B.2.1.1 Identify characteristics for plant and animal survival in different environments (e.g., wetland,	Approved textbook Science, Chapter 1 Lessons 1 thru 6	Teacher-based observations	
environment.	living things (e.g., growth, digestion, react to environment). • Know that some organisms have similar external characteristics (e.g., anatomical characteristics; appendages, type of covering, body segments) and that similarities and differences are related to environmental habitat. • Describe basic needs of plants and animals.	Essential Knowledge/Skills: Animals can move around, but plants cannot, and they often depend on animals for pollination or seed dispersal. Develop a model to demonstrate different modes of seed dispersal. Plan and investigate effectiveness of different types of seed dispersal.			

	Vocabulary:		
	Pollination		
	Seed dispersal		

General Topic	Anchor Descriptor	Eligible Content,	Resources & Activities	Assessments	Suggested
	PA Academic and Core Standards	Essential Knowledge,			Time
		Skills & Vocabulary			(In Days)
Life Science- Plants	Anchor Descriptor:	Eligible Content:	Approved textbook	Teacher-based	2 weeks
and Animals	S4.B.2.1 Identify and explain how	S4.B.2.1.1 Identify	Science, Chapter 1	observations	
	adaptations help organisms to	characteristics for plant and	Lessons 1 thru 6		
Organisms grow,	survive.	animal survival in different			
reproduce, and		environments (e.g., wetland,			
perpetuate their	S4.B.2.2 Identify that	tundra, desert, prairie, deep			
species by	characteristics are inherited and,	ocean, forest).			
obtaining	thus, offspring closely resemble				
necessary	their parents.	S4.B.2.2.1 Identify physical			
resources through		characteristics (e.g., height,			
interdependent	PA Academic Standards:	hair color, eye color, attached			
relationships with	3.3.4.A Know the similarities and	earlobes, ability to roll tongue)			
other organisms	differences of living things.	that appear in both parents			
and the physical	 Identify life processes of 	and could be passed on to			
environment.	living things (e.g., growth,	offspring.			
	digestion, react to				
	environment).				
	 Know that some organisms 	Essential Knowledge/Skills:			
	have similar external	Different plants survive better			
	characteristics	in different settings because			
	(e.g., anatomical	they have varied needs for			
	characteristics;	water, minerals, and sunlight.			
	appendages, type of				
	covering, body	Plan and carry out			
	segments) and that	investigations to test whether			
	similarities and	plants from different settings			
	differences are related to	have different needs for water,			
	environmental habitat.	sunlight, and type of soil.			
	 Describe basic needs of 				
	plants and animals.	Vocabulary:			
		Soil			

	Sunlight		
	Minerals		
	Water		
	Nutrients		
	Roots		
	Stems		
	Leaves		
	Flower		

General Topic	Anchor Descriptor	Eligible Content,	Resources & Activities	Assessments	Suggested
	PA Academic and Core Standards	Essential Knowledge,			Time
		Skills & Vocabulary			(In Days)
Life Science- Plants	Anchor Descriptor:	Eligible Content:	Approved textbook	Teacher-based	2 weeks
and Animals	S4.B.2.1 Identify and explain how	S4.B.2.1. 1 Identify	Science, Chapter 1	observations	
	adaptations help organisms to	characteristics for plant and	Lessons 1 thru 6		
Organisms grow,	survive.	animal survival in different			
reproduce, and		environments (e.g., wetland,			
perpetuate their	PA Academic Standards:	tundra, desert, prairie, deep			
species by	3.3.4.C Know that characteristics	ocean, forest).			
obtaining	are inherited and, thus, offspring				
necessary	closely resemble their parents.	S4.B.2.1.2 Explain how specific			
resources through	 Identify characteristics for 	adaptations can help a living			
interdependent	animal and plant survival in	organism survive (e.g.,			
relationships with	different climates.	protective coloration, mimicry,			
other organisms	 identify physical 	leaf sizes and shapes, ability to			
and the physical	characteristics that appear	catch or retain water).			
environment.	in both parents and				
	offspring and differ	Essential Knowledge/Skills:			
	between families, strains or	Organisms obtain the			
	species.	materials they need to grow			
		and survive from their			
		environment.			
		Obtain, evaluate, and			
		communicate information that			
		in any particular environment,			
		some kinds of organisms			
		survive well and some do not.			
		Survive well and some do not.			
		Vocabulary:			
		Environment			

Survive	
Adapted	
Prairie	

General Topic	Anchor Descriptor	Eligible Content,	Resources & Activities	Assessments	Suggested
	PA Academic and Core Standards	Essential Knowledge,			Time
		Skills & Vocabulary			(In Days)
Life Science- Plants	Anchor Descriptor:	Eligible Content:	Approved textbook	Teacher-based	2 weeks
and Animals	S4.B.2.1 Identify and explain how	S4.B.2.1.1 Identify	Science, Chapter 1	observations	
	adaptations help organisms to	characteristics for plant and	Lessons 1 thru 6		
Organisms grow,	survive.	animal survival in different			
reproduce, and		environments (e.g., wetland,			
perpetuate their	PA Academic Standards:	tundra, desert, prairie, deep			
species by	3.3.4.A Know the similarities and	ocean, forest).			
obtaining	differences of living things.				
necessary	 Identify life processes of 	S4.B.2.1.2 Explain how specific			
resources through	living things (e.g., growth,	adaptations can help a living			
interdependent	digestion, react to	organism survive (e.g.,			
relationships with	environment).	protective coloration, mimicry,			
other organisms	 Know that some 	leaf sizes and shapes, ability to			
and the physical	organisms have similar	catch or retain water).			
environment.	external characteristics				
	(e.g., anatomical				
	characteristics;	Essential Knowledge/Skills:			
	appendages, type of	Plants depend on water and			
	covering, body	light to grow.			
	segments) and that				
	similarities and	Plan and conduct an			
	differences are related to	investigation to determine if			
	environmental habitat.	plants need sunlight and water			
	 Describe basic needs of 	to grow.			
	plants and animals.				
		Vocabulary:			
		Minerals			
		Soil			
		Sunlight			
		Water			

General Topic	Anchor Descriptor	Eligible Content,	Resources & Activities	Assessments	Suggested
	PA Academic and Core Standards	Essential Knowledge,			Time
		Skills & Vocabulary			(In Days)
Life Science- Plants	Anchor Descriptor:	Eligible Content:	Approved textbook	Teacher-based	2 weeks
and Animals	S4.B.2.1 Identify and explain how	S4.B.2.1.2 Explain how specific	Science, Chapter 3	observations	
	adaptations help organisms to	adaptations can help a living	Lessons 1 thru 5		
Biological evolution	survive.	organism survive (e.g.,			
explains both the		protective coloration, mimicry,			
unity and diversity	PA Academic Standards:	leaf sizes and shapes, ability to			
of species and	3.3.4.A Know the similarities and	catch or retain water).			
provides a unifying	differences of living things.				
principle for the	 Identify life processes of 				
history and	living things (e.g., growth,	Essential Knowledge/Skills:			
diversity of life on	digestion, react to	Living things can survive only			
Earth.	environment).	where their needs are met.			
	 Know that some organisms 				
	have similar external	Construct an explanation			
	characteristics	about why living things can			
	(e.g., anatomical	only survive where their needs			
	characteristics;	are met.			
	appendages, type of				
	covering, body	Vocabulary:			
	segments) and that	Biodiversity			
	similarities and	Microorganisms			
	differences are related to	Needs			
	environmental habitat.	Organism			
	 Describe basic needs of 	Survive			
	plants and animals.	Producer			
		Consumer			
		Food chain			
	3.3.4.B Know that living things are	Predator			
l	made up of parts that have specific	Prey			

functions.	Food web		
 Identify examples of unicellular and multicellular organisms. Determine how different parts of a living thing work together to make the organism function. 			

General Topic	Anchor Descriptor	Eligible Content,	Resources & Activities	Assessments	Suggested
	PA Academic and Core Standards	Essential Knowledge,			Time
		Skills & Vocabulary			(In Days)
Life Science- Plants	Anchor Descriptor:	Eligible Content:	Approved textbook	Teacher-based	2 weeks
and Animals	S4.B.2.1 Identify and explain how	S4.B.2.1.2 Explain how specific	Science, Chapter 2	observations	
	adaptations help organisms to	adaptations can help a living	Lessons 1 thru 6		
Biological evolution	survive.	organism survive (e.g.,			
explains both the		protective coloration, mimicry,			
unity and diversity	PA Academic Standards:	leaf sizes and shapes, ability to			
of species and	3.3.4.A Know the similarities and	catch or retain water).			
provides a unifying	differences of living things.				
principle for the	 Identify life processes of 				
history and	living things (e.g., growth,	Essential Knowledge/Skills:			
diversity of life on	digestion, react to	There are many different			
Earth.	environment).	kinds of living things in any			
	 Know that some organisms 	area, and they exist in			
	have similar external	different places on land and in			
	characteristics	water.			
	(e.g., anatomical				
	characteristics;	Observe and compare the			
	appendages, type of	different kinds of living things			
	covering, body	that are found in different			
	segments) and that	habitats.			
	similarities and				
	differences are related to	Vocabulary:			
	environmental habitat.	Habitats			
	 Describe basic needs of 	Land			
	plants and animals.	Living Things			
		Water			
	3.3.4.B Know that living things are	Mammal			
	made up of parts that have specific	Bird			
	functions.	Fish			
	 Identify examples of 	Reptile			
	unicellular and multicellular	Amphibian			

organisms.	Camouflage		
 Determine how different 	Gills		
parts of a living thing work	Insect		
together to make the			
organism function.			

General Topic	Anchor Descriptor	Eligible Content,	Resources & Activities	Assessments	Suggested
	PA Academic and Core Standards	Essential Knowledge,			Time
		Skills & Vocabulary			(In Days)
Earth and Space	Anchor Descriptor:	Eligible Content:	Approved textbook	Teacher-based	2 weeks
Science-Erosion,	S4.D.1.2 Identify the types and	S4.D.1.2.2 Identify the types	Science, Chapter 5	observations	
Weathering,	uses of Earth's resources.	and uses of Earth materials for	Lessons 1 thru 5		
Landforms		renewable, nonrenewable, and			
	PA Academic Standards:	reusable products (e.g.,			
The Earth is a	3.5.4.A Know basic landforms and	human-made products:			
complex and	earth history.	concrete, paper, plastics,			
dynamic set of	 Describe earth processes 	fabrics).			
interconnected	(e.g., rusting, weathering,				
systems (e.g.	erosion) that have affected				
geosphere,	selected physical	Essential Knowledge/Skills:			
hydrosphere,	features in students'	Earth has changed over time			
atmosphere,	neighborhoods.	with some changes being			
biosphere) that	 Identify various earth 	rapid and others being slow.			
interact over a	structures (e.g., mountains,	Sometimes changes occur			
wide range of	faults, drainage basins)	over a longer period of time			
temporal and	through the use of models.	than one may be able to			
spatial scales.	 Identify the composition of 	observe.			
	soil as weathered rock and				
	decomposed organic	Make observations from			
	remains.	multiple sources to provide			
	Describe fossils and the	evidence that Earth's events			
	type of environment they	can occur quickly or slowly.			
	lived in (e.g., tropical,	, , ,			
	aquatic, desert).				
	aquatic, acserty.	Vocabulary:			
		Erosion			
		Weathering			

General Topic	Anchor Descriptor	Eligible Content,	Resources & Activities	Assessments	Suggested
	PA Academic and Core Standards	Essential Knowledge,			Time
		Skills & Vocabulary			(In Days)
Earth and Space	Anchor Descriptor:	Eligible Content:	Approved textbook	Teacher-based	2 weeks
Science-Erosion,	S4.D.1.3 Describe Earth's different	S4.D.1.3.4 Explain the role and	Science, Chapter 5	observations	
Weathering,	sources of water or describe	relationship of a watershed or	Lessons 1 thru 5		
Landforms	changes in the form of water.	a wetland on water sources			
		(e.g., water storage,			
The Earth is a	S4.D.2.1 Identify basic weather	groundwater recharge, water			
complex and	conditions and how they are	filtration, water source, water			
dynamic set of	measured.	cycle).			
interconnected					
systems (e.g.	PA Academic Standards:	S4.D.2.1.2 Identify weather			
geosphere,	3.5.4.A Know basic landforms and	patterns from data charts or			
hydrosphere,	earth history.	graphs of the data (e.g.,			
atmosphere,	 Describe earth processes 	temperature, wind direction,			
biosphere) that	(e.g., rusting, weathering,	wind speed, cloud types,			
interact over a	erosion) that have affected	precipitation).			
wide range of	selected physical				
temporal and	features in students'				
spatial scales.	neighborhoods.	Essential Knowledge/Skills:			
	 Identify various earth 	Wind and water change the			
	structures (e.g., mountains,	shape of the landscape.			
	faults, drainage basins)				
	through the use of models.	Compare multiple solutions			
	 Identify the composition of 	designed to slow or prevent			
	soil as weathered rock and	wind or water from changing			
	decomposed organic	the shape of the land.			
	remains.				
	 Describe fossils and the 	Vocabulary:			
	type of environment they	Earth materials			
	lived in (e.g., tropical,	Erosion			
	aquatic, desert).	Landform			
		Weathering			

Natural resource	
Boulder	
Sand	
Minerals	
Pollution	
Recycle	

General Topic	Anchor Descriptor	Eligible Content,	Resources & Activities	Assessments	Suggested
	PA Academic and Core Standards	Essential Knowledge,			Time
		Skills & Vocabulary			(In Days)
Earth and Space	Anchor Descriptor:	Eligible Content:	Online resources and	Teacher-based	2 weeks
Science-Erosion,	S4.D.1.1 Describe basic landforms	S4.D.1.1.2 Identify various	teacher-created lessons	observations	
Weathering,	in Pennsylvania.	Earth structures (e.g.,			
Landforms		mountains, watersheds,			
	S4.D.1.3 Describe Earth's different	peninsulas, lakes, rivers,			
The Earth is a	sources of water or describe	valleys) through the use of			
complex and	changes in the form of water.	models.			
dynamic set of					
interconnected	PA Academic Standards:	S4.D.1.3.3 Describe or			
systems (e.g.	3.5.4.D Recognize the earth's	compare lentic systems (i.e.,			
geosphere,	different water resources.	ponds, lakes, and bays) and			
hydrosphere,	 Know that approximately 	lotic systems (i.e., streams,			
atmosphere,	three-fourths of the earth is	creeks, and rivers).			
biosphere) that	covered by water.				
interact over a	 identify and describe types 				
wide range of	of fresh and salt-water	Essential Knowledge/Skills:			
temporal and	bodies.	Maps display different land			
spatial scales.	 Identify examples of water 	and water features and help			
	in the form of solid, liquid	show patterns in the			
	and gas on or near the	distribution of rocks and other			
	surface of the earth.	geological and geographical			
	 Explain and illustrate 	features.			
	evaporation and				
	condensation.	Describe kinds and shapes of			
	 Recognize other resources 	patterns of landforms and			
	available from water (e.g.,	bodies of water.			
	energy, transportation,	Vocabularu			
	minerals, food).	Vocabulary: Geographic			
		Geographiic			

	Geological		
	Lentic		
	Lotic map		
	Pennsylvania		
	features		

General Topic	Anchor Descriptor PA Academic and Core Standards	Eligible Content, Essential Knowledge	Resources & Activities	Assessments	Suggested
	TA Academie and core standards	Skills & Vocabulary			(In Days)
Earth and Space Science-Erosion, Weathering, Landforms The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	Anchor Descriptor: S4.D.1.1 Describe basic landforms in Pennsylvania. PA Academic Standards: 3.5.4.D Recognize the earth's different water resources. • Know that approximately three-fourths of the earth is covered by water. • identify and describe types of fresh and salt-water bodies. • Identify examples of water in the form of solid, liquid and gas on or near the surface of the earth. • Explain and illustrate evaporation and condensation. • Recognize other resources available from water (e.g., energy, transportation,	Essential Knowledge,	Online resources and teacher-created lessons	Teacher-based observations	Time

General Topic	Anchor Descriptor	Eligible Content,	Resources & Activities	Assessments	Suggested
	PA Academic and Core Standards	Essential Knowledge,			Time
		Skills & Vocabulary			(In Days)
Earth and Space	Anchor Descriptor:	Eligible Content:	Approved textbook	Teacher-based	2 weeks
Science-Erosion,	S4.D.1.3 Describe Earth's different	S4.D.1.3.2 Explain how water	Science, Chapter 6	observations	
Weathering,	sources of water or describe	goes through phase changes	Lessons 1 thru 7		
Landforms	changes in the form of water.	(i.e., evaporation,			
		condensation, freezing, and	Online resources		
The Earth is a	PA Academic Standards:	melting).			
complex and	N/A				
dynamic set of		S4.D.1.3.4 Explain the role and			
interconnected		relationship of a watershed or			
systems (e.g.		a wetland on water sources			
geosphere,		(e.g., water storage,			
hydrosphere,		groundwater recharge, water			
atmosphere,		filtration, water source, water			
biosphere) that		cycle).			
interact over a					
wide range of					
temporal and		Essential Knowledge/Skills:			
spatial scales.		Water is found in the ocean,			
		rivers, lakes, ponds, and as			
		groundwater beneath the			
		surface. Water exists as solid			
		ice, in liquid form, and as a			
		vapor.			
		Investigate and represent the			
		various forms of water in their			
		local environment, on Earth,			
		and also on other planets and			
		moons. Use observations to construct			
		explanations that water exists			

	different forms in natural dscapes.	
Acc Con Eart Eva Wai Gro Pree Ligh	cabulary: cumulation ndensation rth apporation ater Cycle cundwater ecipitation htning rnado rricane	

General Topic	Anchor Descriptor PA Academic and Core Standards	Eligible Content, Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Earth and Space	Anchor Descriptor:	Eligible Content:	Online resources and	Teacher-based	2 weeks
Science-Erosion,	S4.D.1.2 Identify the types and	S4.D.1.2.1 Identify products	teacher-created lessons	observations	
Weathering,	uses of Earth's resources.	and by-products of plants and			
Landforms		animals for human use (e.g.,			
		food, clothing, building			
The Earth's	PA Academic Standards:	materials, paper products).			
processes affect	N/A				
and are affected by		S4.D.1.2.2 Identify the types			
human activities.		and uses of Earth materials for			
		renewable, nonrenewable, and			
		reusable products (e.g.,			
		human-made products:			
		concrete, paper, plastics,			
		fabrics).			
		Essential Knowledge/Skills:			
		All materials, energy, and			
		fuels that humans use are			
		derived from natural sources,			
		and their use affects the			
		environment in multiple ways.			
		Investigate what resources are			
		used in the construction of			
		buildings, preparation of food,			
		transportation, and other			
		aspects of the community.			
		Vocabulary:			
		Community			

	Energy		
	Materials		
	Resources		
	Transportation		
	·		

	Append		
	IEP Enhanc	ements	
General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Introduction to second Grade- Physical Science-Matter Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms. Different kinds of matter exist in various states.	 Graphic Organizer Hard copy of notes Extended time for instruction Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on Additional work space Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Directions read allowed Preferential Seating Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material Guided Reading Strips/Overlay Visual Aids (posters) Small group reteach Individual assistance as needed Special lined paper for writing assignments Writing samples provided Study Guides Be given an outline of the lesson Use sensory tools such as a theraband so fidgety students get kick it to get their energy out Wait time after a question is asked to give student time to process the question Use of Assistive Technology Use of a highlighter Shortened classroom assignments Copy of textbook to keep at home 	• Conclusion	Assessments: Extended time to complete Elimination of 1-2 Answer Choices Questions Answer Choices read aloud Use of highlighter to highlight important details Frequent breaks to maintain focus Modified Assessments Provide Study Guides Change testing location Chunking tests into more manageable sections Fewer test questions Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Suggested Time: Weeks as specified in the curriculum with additional time as needed per student

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Physical Science-Matter Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms. Matter can be described and classified by its observable properties.	Graphic Organizer Hard copy of notes Extended time for instruction Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on Additional work space Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Directions read allowed Preferential Seating Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material Guided Reading Strips/Overlay Visual Aids (posters) Small group reteach Individual assistance as needed Special lined paper for writing assignments Writing samples provided Study Guides Be given an outline of the lesson Use sensory tools such as a theraband so fidgety students get kick it to get their energy out Wait time after a question is asked to give student time to process the question Use of Assistive Technology Use of a highlighter Shortened classroom assignments Copy of textbook to keep at home	Conclusion Balance Measure Mass Volume Polymer Polymer	Assessments: Extended time to complete Elimination of 1-2 Answer Choices Questions Answer Choices read aloud Use of highlighter to highlight important details Frequent breaks to maintain focus Modified Assessments Provide Study Guides Change testing location Chunking tests into more manageable sections Fewer test questions Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Suggested Time: 2 weeks as specified in the curriculum with additional time as needed per student

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Physical Science-Matter Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms. Different kinds of matter exist in various states, depending on temperature. Matter can be described and classified by its observable properties.	Graphic Organizer Hard copy of notes Extended time for instruction Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on Additional work space Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Directions read allowed Preferential Seating Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material Guided Reading Strips/ Overlay Visual Aids (posters) Small group reteach Individual assistance as needed Special lined paper for writing assignments Writing samples provided Study Guides Be given an outline of the lesson Use sensory tools such as a theraband so fidgety students get kick it to get their energy out Wait time after a question is asked to give student time to process the question Use of Assistive Technology Use of a highlighter Shortened classroom assignments Copy of textbook to keep at home	Separate Mixture Evaporate Observe Separate Mixture Evaporate Mixture Mixture	Assessments: Extended time to complete Elimination of 1-2 Answer Choices Questions Answer Choices read aloud Use of highlighter to highlight important details Frequent breaks to maintain focus Modified Assessments Provide Study Guides Change testing location Chunking tests into more manageable sections Fewer test questions Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Suggested Time: weeks as specified in the curriculum with additional time as needed per student per general topic

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Physical Science-Matter Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms. Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not.	 Graphic Organizer Hard copy of notes Extended time for instruction Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on Additional work space Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Directions read allowed Preferential Seating Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material Guided Reading Strips/Overlay Visual Aids (posters) Small group reteach Individual assistance as needed Special lined paper for writing assignments Writing samples provided Study Guides Be given an outline of the lesson Use sensory tools such as a theraband so fidgety students get kick it to get their energy out Wait time after a question is asked to give student time to process the question Use of Assistive Technology Use of a highlighter Shortened classroom assignments Copy of textbook to keep at home 	Observe Temperature Thermometer	Assessments: Extended time to complete Elimination of 1-2 Answer Choices Questions Answer Choices read aloud Use of highlighter to highlight important details Frequent breaks to maintain focus Modified Assessments Provide Study Guides Change testing location Chunking tests into more manageable sections Fewer test questions Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Suggested Time: Weeks as specified in the curriculum with additional time as needed per student

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Physical Science-Matter Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms. Different properties are suited for different purposes.	Graphic Organizer Hard copy of notes Extended time for instruction Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on Additional work space Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Directions read allowed Preferential Seating Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material Guided Reading Strips/ Overlay Visual Aids (posters) Small group reteach Individual assistance as needed Special lined paper for writing assignments Writing samples provided Study Guides Be given an outline of the lesson Use sensory tools such as a theraband so fidgety students get kick it to get their energy out Wait time after a question is asked to give student time to process the question Use of Assistive Technology Use of a highlighter Shortened classroom assignments Copy of textbook to keep at home		Assessments: Extended time to complete Elimination of 1-2 Answer Choices Questions Answer Choices read aloud Use of highlighter to highlight important details Frequent breaks to maintain focus Modified Assessments Provide Study Guides Change testing location Chunking tests into more manageable sections Fewer test questions Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Suggested Time: weeks as specified in the curriculum with additional time as needed per student

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Introduction to Second Grade- Physical Science-Matter Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms. A great variety of objects can be built up from a small set of pieces.	Graphic Organizer Hard copy of notes Extended time for instruction Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on Additional work space Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Directions read allowed Preferential Seating Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material Guided Reading Strips/ Overlay Visual Aids (posters) Small group reteach Individual assistance as needed Special lined paper for writing assignments Writing samples provided Study Guides Be given an outline of the lesson Use sensory tools such as a theraband so fidgety students get kick it to get their energy out Wait time after a question is asked to give student time to process the question Use of Assistive Technology Use of a highlighter Shortened classroom assignments Copy of textbook to keep at home		Assessments: Extended time to complete Elimination of 1-2 Answer Choices Questions Answer Choices read aloud Use of highlighter to highlight important details Frequent breaks to maintain focus Modified Assessments Provide Study Guides Change testing location Chunking tests into more manageable sections Fewer test questions Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Suggested Time: weeks as specified in the curriculum with additional time as needed per student

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Life Science- Plants and Animals Organisms grow, reproduce, and perpetuate their species by obtaining necessary resources through interdependent relationships with other organisms and the physical environment. Animals can move around, but plants cannot, and they often depend on animals for pollination or seed dispersal.	 Graphic Organizer Hard copy of notes Extended time for instruction Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on Additional work space Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Directions read allowed Preferential Seating Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material Guided Reading Strips/ Overlay Visual Aids (posters) Small group reteach Individual assistance as needed Special lined paper for writing assignments Writing samples provided Study Guides Be given an outline of the lesson Use sensory tools such as a theraband so fidgety students get kick it to get their energy out Wait time after a question is asked to give student time to process the question Use of Assistive Technology Use of a highlighter Shortened classroom assignments Copy of textbook to keep at home 	Predict Nutrients Roots Stems Leaves Flower Desert Marsh	Assessments: Extended time to complete Elimination of 1-2 Answer Choices Questions Answer Choices read aloud Use of highlighter to highlight important details Frequent breaks to maintain focus Modified Assessments Provide Study Guides Change testing location Chunking tests into more manageable sections Fewer test questions Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Suggested Time: 2 weeks as specified in the curriculum with additional time as needed per student

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Life Science- Plants and Animals Organisms grow, reproduce, and perpetuate their species by obtaining necessary resources through interdependent relationships with other organisms and the physical environment. Different plants survive better in different settings because they have varied needs for water, minerals, and sunlight. Organisms obtain the materials they need to grow and survive from their environment. Plants depend on water and light to grow.	Graphic Organizer Hard copy of notes Extended time for instruction Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on Additional work space Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Directions read allowed Preferential Seating Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material Guided Reading Strips/ Overlay Visual Aids (posters) Small group reteach Individual assistance as needed Special lined paper for writing assignments Writing samples provided Study Guides Be given an outline of the lesson Use sensory tools such as a theraband so fidgety students get kick it to get their energy out Wait time after a question is asked to give student time to process the question Use of Assistive Technology Use of a highlighter Shortened classroom assignments Copy of textbook to keep at home		Assessments: Extended time to complete Elimination of 1-2 Answer Choices Questions Answer Choices read aloud Use of highlighter to highlight important details Frequent breaks to maintain focus Modified Assessments Provide Study Guides Change testing location Chunking tests into more manageable sections Fewer test questions Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Suggested Time: Weeks as specified in the curriculum with additional time as needed per student

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Life Science- Plants and Animals Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth. Living things can survive only where their needs are met.	 Graphic Organizer Hard copy of notes Extended time for instruction Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on Additional work space Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Directions read allowed Preferential Seating Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material Guided Reading Strips/ Overlay Visual Aids (posters) Small group reteach Individual assistance as needed Special lined paper for writing assignments Writing samples provided Study Guides Be given an outline of the lesson Use sensory tools such as a theraband so fidgety students get kick it to get their energy out Wait time after a question is asked to give student time to process the question Use of Assistive Technology Use of a highlighter Shortened classroom assignments Copy of textbook to keep at home 	Habitat Grassland	Assessments: Extended time to complete Elimination of 1-2 Answer Choices Questions Answer Choices read aloud Use of highlighter to highlight important details Frequent breaks to maintain focus Modified Assessments Provide Study Guides Change testing location Chunking tests into more manageable sections Fewer test questions Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Suggested Time: weeks as specified in the curriculum with additional time as needed per student

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Life Science- Plants and Animals Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth. There are many different kinds of living things in any area, and they exist in different places on land and in water.	 Graphic Organizer Hard copy of notes Extended time for instruction Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on Additional work space Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Directions read allowed Preferential Seating Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material Guided Reading Strips/ Overlay Visual Aids (posters) Small group reteach Individual assistance as needed Special lined paper for writing assignments Writing samples provided Study Guides Be given an outline of the lesson Use sensory tools such as a theraband so fidgety students get kick it to get their energy out Wait time after a question is asked to give student time to process the question Use of Assistive Technology Use of a highlighter Shortened classroom assignments Copy of textbook to keep at home 	• Adapt	Assessments: Extended time to complete Elimination of 1-2 Answer Choices Questions Answer Choices read aloud Use of highlighter to highlight important details Frequent breaks to maintain focus Modified Assessments Provide Study Guides Change testing location Chunking tests into more manageable sections Fewer test questions Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Suggested Time: 2 weeks as specified in the curriculum with additional time as needed per student

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Earth and Space Science- Erosion, Weathering, Landforms The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales. Earth has changed over time with some changes being rapid and others being slow. Sometimes changes occur over a longer period of time than one may be able to observe.	 Graphic Organizer Hard copy of notes Extended time for instruction Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on Additional work space Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Directions read allowed Preferential Seating Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material Guided Reading Strips/ Overlay Visual Aids (posters) Small group reteach Individual assistance as needed Special lined paper for writing assignments Writing samples provided Study Guides Be given an outline of the lesson Use sensory tools such as a theraband so fidgety students get kick it to get their energy out Wait time after a question is asked to give student time to process the question Use of Assistive Technology Use of a highlighter Shortened classroom assignments Copy of textbook to keep at home 		Assessments: Extended time to complete Elimination of 1-2 Answer Choices Questions Answer Choices read aloud Use of highlighter to highlight important details Frequent breaks to maintain focus Modified Assessments Provide Study Guides Change testing location Chunking tests into more manageable sections Fewer test questions Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Suggested Time: weeks as specified in the curriculum with additional time as needed per student

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Earth and Space Science- Erosion, Weathering, Landform The Earth is a complex and dynamic set of interconnected systems (e.g., geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales. Wind and water change the shape of the landscape.	 Graphic Organizer Hard copy of notes Extended time for instruction Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on Additional work space Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Directions read allowed Preferential Seating Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material Guided Reading Strips/ Overlay Visual Aids (posters) Small group reteach Individual assistance as needed Special lined paper for writing assignments Writing samples provided Study Guides Be given an outline of the lesson Use sensory tools such as a theraband so fidgety students get kick it to get their energy out Wait time after a question is asked to give student time to process the question Use of Assistive Technology Use of a highlighter Shortened classroom assignments Copy of textbook to keep at home 		Assessments: Extended time to complete Elimination of 1-2 Answer Choices Questions Answer Choices read aloud Use of highlighter to highlight important details Frequent breaks to maintain focus Modified Assessments Provide Study Guides Change testing location Chunking tests into more manageable sections Fewer test questions Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Suggested Time: 2 weeks as specified in the curriculum with additional time as needed per student

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Earth and Space Science- Erosion, Weathering, Landform The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales. Maps display different land and water features and help show patterns in the distribution of rocks and other geological and geographical features.	Graphic Organizer Hard copy of notes Extended time for instruction Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on Additional work space Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Directions read allowed Preferential Seating Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material Guided Reading Strips/ Overlay Visual Aids (posters) Small group reteach Individual assistance as needed Special lined paper for writing assignments Writing samples provided Study Guides Be given an outline of the lesson Use sensory tools such as a theraband so fidgety students get kick it to get their energy out Wait time after a question is asked to give student time to process the question Use of Assistive Technology Use of a highlighter Shortened classroom assignments Copy of textbook to keep at home		Assessments: Extended time to complete Elimination of 1-2 Answer Choices Questions Answer Choices read aloud Use of highlighter to highlight important details Frequent breaks to maintain focus Modified Assessments Provide Study Guides Change testing location Chunking tests into more manageable sections Fewer test questions Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Suggested Time: 2 weeks as specified in the curriculum with additional time as needed per student

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Earth and Space Science- Erosion, Weathering, Landform The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales. Maps show where things are located. One can map the shapes and kinds of land and water in an area.	Graphic Organizer Hard copy of notes Extended time for instruction Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on Additional work space Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Directions read allowed Preferential Seating Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material Guided Reading Strips/ Overlay Visual Aids (posters) Small group reteach Individual assistance as needed Special lined paper for writing assignments Writing samples provided Study Guides Be given an outline of the lesson Use sensory tools such as a theraband so fidgety students get kick it to get their energy out Wait time after a question is asked to give student time to process the question Use of Assistive Technology Use of a highlighter Shortened classroom assignments Copy of textbook to keep at home		Assessments: Extended time to complete Elimination of 1-2 Answer Choices Questions Answer Choices read aloud Use of highlighter to highlight important details Frequent breaks to maintain focus Modified Assessments Provide Study Guides Change testing location Chunking tests into more manageable sections Fewer test questions Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Suggested Time: 2 weeks as specified in the curriculum with additional time as needed per student

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Earth and Space Science- Erosion, Weathering, Landform The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales. Water is found in the ocean, rivers, lakes, ponds, and as groundwater beneath the surface. Water exists as solid ice, in liquid form, and as a vapor.	 Graphic Organizer Hard copy of notes Extended time for instruction Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on Additional work space Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Directions read allowed Preferential Seating Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material Guided Reading Strips/ Overlay Visual Aids (posters) Small group reteach Individual assistance as needed Special lined paper for writing assignments Writing samples provided Study Guides Be given an outline of the lesson Use sensory tools such as a theraband so fidgety students get kick it to get their energy out Wait time after a question is asked to give student time to process the question Use of Assistive Technology Use of a highlighter Shortened classroom assignments Copy of textbook to keep at home 	Migrate Hibernate Infer Drought	Assessments: Extended time to complete Elimination of 1-2 Answer Choices Questions Answer Choices read aloud Use of highlighter to highlight important details Frequent breaks to maintain focus Modified Assessments Provide Study Guides Change testing location Chunking tests into more manageable sections Fewer test questions Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Suggested Time: weeks as specified in the curriculum with additional time as needed per student

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Earth and Space Science- Erosion, Weathering, Landform The Earth's processes affect and are affected by human activities All materials, energy, and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways.	Graphic Organizer Hard copy of notes Extended time for instruction Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on Additional work space Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Directions read allowed Preferential Seating Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material Guided Reading Strips/ Overlay Visual Aids (posters) Small group reteach Individual assistance as needed Special lined paper for writing assignments Writing samples provided Study Guides Be given an outline of the lesson Use sensory tools such as a theraband so fidgety students get kick it to get their energy out Wait time after a question is asked to give student time to process the question Use of Assistive Technology Use of a highlighter Shortened classroom assignments Copy of textbook to keep at home	Migrate Hibernate Infer Drought	Assessments: Extended time to complete Elimination of 1-2 Answer Choices Questions Answer Choices read aloud Use of highlighter to highlight important details Frequent breaks to maintain focus Modified Assessments Provide Study Guides Change testing location Chunking tests into more manageable sections Fewer test questions Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Suggested Time: 2 weeks as specified in the curriculum with additional time as needed per student