

# Curriculum Map

**Name of Teacher: Sr. Layla**

**Subject: Science**

**Month: September**

## Unit/Theme

**Chapter 1: Looking at Earth**

**Lesson 1: What Earth Looks like**

**Lesson 2: Changing the land**

## Enduring Understandings

Students will be able to:

- Recognize that the interaction of air, water, and land can change the land.
- Identify different types of land on Earth.
- Describe differences between bodies of water.
- Describe how and why weathering occurs
- Explain the process of erosion and how it can be prevented.

## Essential Questions

- Students will learn about the Grand Canyon.
- How does Earth look like?
- What would happen to the gorge if the river dried up?
- Students will be able to know what is on the surface of Earth.
- What is Earth's land like?
- How does erosion and weathering effect earth's land?
- How to stop erosion?

## Activities

- Students will ask and answer questions.

- Watch videos on different kinds of water bodies.
- Watch videos on earth changing (Weathering & Erosion)
- Drawing landforms
- Discuss Main ideas for each section
- Graphic organizer on weathering and erosion.
- Comprehension questions.
- Compare and contrast weathering and erosion
- Develop science vocabulary
- Writing in science (stopping erosion)
- Art link

**Assessments: Think, Talk, and Write**

Formative (Throughout)

- Students will be assessed at the end of the class by answering questions based on the lesson.
- Chapter 1 review using vocabulary and science skills and ideas pg.46-47

Summative (End of Year)

**Time Frame/Month: 2-3 weeks**

**Resources/Websites(Primary/Secondary)**

- <https://www.youtube.com/watch?v=FN6QX43QB4g>
- <https://www.youtube.com/watch?v=CeuYx-AbZdo>

**Textbook Name (Chapters/Pages)**

- **TE Chapter 1**
- **Lesson 1& 2**
- **Science textbook pg.18-19; 24-31;34-41; 42-47.**

## ***Curriculum Map***

**Name of Teacher: Sr. Layla**

**Subject: Science**

**Month: October**

### **Unit/Theme:**

**Chapter 2:** Earth's Resources

**Lesson 1:** Living and Non-Living things

**Lesson 2:** Rocks and Minerals

### **Enduring Understandings**

- Learn what earth's resources are.
- Compare and classify living and nonliving things.
- Learn what human made things are.
- Explain what rocks are and how they are used.
- Explain what minerals are and how they are used.
- Classify two rocks and see their differences and similarities.
- Explain what fossils are and why are they important.

### **Essential Questions**

- How do you know if something is alive?
- How could you tell if something is living or nonliving?
- How are living things different from nonliving things?
- What do people use to make things?
- What human made item is something that you in your classroom or house?
- What are some words that describe rocks?
- Why are minerals important?
- What natural resources have used today?
- Why are rocks an important natural resource?
- How did these rocks get their shape?

- What are fossils?
- Why do we still study them?

**Activities**

- KWL chart on Earth’s Resources
- Quick check questions on living and nonliving
- Discussing main idea of each topic
- Main idea and detail chart on living things
- Develop vocabulary and defining them
- Graphic organizers on rocks and minerals
- Classify minerals and what they are used for
- Describe illustrations
- Show videos on fossils.
- Cause and Effect on examination of fossils
- I read to review

**Assessments**

Formative (Throughout)

- Students will be assessed by KWL charts and main idea summarizes.
- Students will be assessed by main idea and detail charts.
- Students will be assessed by art link on what they learned.
- Students will be assessed by doing I read to review.
- Chapter 2 review

Summative (End of Year)

**Time Frame/Month:2-3 weeks**

**Resources/Websites(Primary/Secondary):**

- <https://www.youtube.com/watch?v=CeuYx-AbZdo>

Textbook Name (Chapters/Pages)

- TE Chapter 2

- Lesson 1 & 2
- Science textbook pg.50-53;54-57;60-65;66-69;

## ***Curriculum Map***

**Name of Teacher: Sr. Layla**

**Subject: Science**

**Month: November**

### **Unit/Theme**

**Chapter 2:**

**Lesson 3: Soil**

**Lesson 4: Using Earth's Resources**

### **Enduring Understandings**

#### **Intro:**

- Describe what things make up soil.
- Explain how soil is formed.
- Learn what are natural resources
- Describe how people use natural resources.
- Explain why people should take care of Earth's resources.

### **Essential Questions**

- What is soil? What makes up soil?
- How is soil formed? What is decompose?
- How do we use natural resources?
- How can we save Erath's resources?
- Why should we care for Earth's resources?
- How can we care for Earth's resources?

### **Activities**

- Writing in science
- Graphic organizer to show the sequence how is soil formed.

- Think, talk, and write
- Health link
- Watch a video on natural resources
- List them and explain how you use them.
- Read captions beside pictures
- Develop vocabulary
- Summarize earth's resources (graphic organizer)
- Learning about rock patterns
- Think, talk, and write
- I read to review
- Chapter review

### **Assessments**

#### Formative (Throughout)

- Students will be assessed by KWL charts and main idea summarizes.
- Students will be assessed by main idea and detail charts.
- Students will be assessed by art link on what they learned.
- Students will be assessed by doing I read to review.
- Chapter 2 review

#### Summative (End of Year)

### **Time Frame/Month: one month**

### **Resources/Websites(Primary/Secondary)**

### **Textbook Name (Chapters/Pages)**

- TE chapter 2
- Lesson 2& 3
- Textbook pg.70-75;78-85;86-87; 88-93

## ***Curriculum Map***

**Name of Teacher: Sr. Layla**

**Subject: Science**

**Month: December**

### **Unit/Theme**

**Chapter 3: How things Move**

**Intro: Forces and Motion**

**Physical Science: A closer Look**

**Lesson 1: Position and Motion**

**Lesson 2: Forces**

### **Enduring Understandings**

#### **Intro:**

- Learn about pushes, pulls, gravity from a passage.
- How does skiing show us that?
- How are forces used in baseball?

#### **How do things move?**

- Learn about what things move.
- Know the differences between position and motion.
- Learn how to describe how things and animals move.
- Learn what is speed and would they describe it.
- Compare speeds of different animals.

#### **Forces:**

- Learn how to describe forces between objects.
- Learn about other forces and how to differ between them.
- Learn and describe how gravity affects objects and humans.

### **Essential Questions:**

- How do skiers use a push and pull to start to move?
- What is a force? How does a baseball pitcher use a force?
- How do things move?

- How to measure and record changes in an object's position?
- What are position and motion?
- What is speed?
- How would you describe the speed of walking compared to running?
- How to describe forces of gravity and friction?
- What makes things move?
- How are pushes and pulls alike?
- Why do we need forces?
- What are some forces?
- How does gravity affect your everyday life?
- How does gravity affect objects?

### **Activities:**

- Assess Prior Knowledge
- KWL chart on motion
- Read together and learn (reading skill)
- Discuss main idea for each section
- Develop vocabulary for each lesson
- Quick check questions on motion
- Read a graph on animal speed
- Social studies link
- Sequence chart
- Cause and effect on things move
- Describe illustrations
- Read a diagram on forces
- Show videos on forces
- Learn about levers and ramps

### **Assessments**

Formative (Throughout)

- Students will be assessed by KWL charts and main idea summarizes.
- Students will be assessed by main idea and detail charts.
- Students will be assessed by art link on what they learned.

<ul style="list-style-type: none"> <li>• Students will be assessed by doing I read to review.</li> </ul>
Summative (End of Year)
<b>Time Frame/Month: One month</b>
<b>Resources/Websites(Primary/Secondary)</b> <ul style="list-style-type: none"> <li>• Youtube</li> <li>• <a href="https://www.greatschools.org/gk/worksheets/">https://www.greatschools.org/gk/worksheets/</a></li> </ul>
<b>Textbook Name (Chapters/Pages)</b> <ul style="list-style-type: none"> <li>• TE Chapter 3</li> <li>• Lesson 1 &amp; 2</li> <li>• Textbook pg.98-99;102-109; 112-121</li> </ul>

### *Curriculum Map*

Name of Teacher \_\_\_\_Sr.Layla\_\_\_\_\_

Subject \_\_2<sup>nd</sup>

Month: January

<b>Unit/Theme</b> <b>Chapter 3:</b> <b>Lesson 3: Using Simple Machines</b> <b>Lesson 4: Exploring Magnets</b>
<b>Enduring Understandings</b> <b>Intro:</b> <b>Using simple machines:</b> <ul style="list-style-type: none"> <li>• Identify simple machines.</li> </ul>

- Learn what are levers and ramps.
- Discover that simple machines change force to make work easier.
- Where do we see them?
- Learn the parts of a simple machine.

**Exploring magnets:**

- Observe how magnets attract and repel.
- Learn what does attract and repel mean.

**Essential Questions**

- What tools have you used?
- What are lever and ramps?
- What are other simple machines?
- What do magnets do?
- What are poles?
- I read to review: Forces every day

**Activities**

- Learn about levers and ramps
- Academic vocabulary: Define words
- Graphic organizer on simple machines
- Writing in science
- Use magnets; learn what attracts them
- Think, talk, and write
- Problem and solution chart
- I read to review
- Chapter review

**Assessments**

Formative (Throughout)

- Students will be assessed by KWL charts and main idea summarizes.
- Students will be assessed by main idea and detail charts.
- Students will be assessed by art link on what they learned.
- Students will be assessed by doing I read to review.

<ul style="list-style-type: none"> <li>• Chapter 3 review</li> </ul>
Summative (End of Year)
<b>Time Frame/Month: 2 weeks</b>
<b>Resources/Websites(Primary/Secondary)</b> <ul style="list-style-type: none"> <li>• Youtube</li> <li>• <a href="https://www.greatschools.org/gk/worksheets/">https://www.greatschools.org/gk/worksheets/</a></li> </ul>
<b>Textbook Name (Chapters/Pages)</b> <ul style="list-style-type: none"> <li>• TE CHAPTER 3</li> <li>• Lesson 3&amp; 4</li> <li>• Pg.124--129;130;132-137;140-145</li> </ul>

### *Curriculum Map*

**Name of Teacher: Sr.Layla**

**Subject : Sci**

**Month: February**

<b>Unit/Theme:</b> <b>Chapter 4:Plants</b> <b>Lesson 1: What Plants Need</b> <b>Lesson 2: Parts of Plants</b>
<b>Enduring Understandings</b> <b>Intro:</b> <ul style="list-style-type: none"> <li>• Summarize the importance of trees and how people use sap from the sugar maple tree to make syrup.</li> <li>• Trees are important.</li> </ul>
<b>Lesson 1: Plants</b>

- What do you know about plants?
- Identify what plants need to love and grow.
- Explain how plants make their food.

### **Lesson 2: Parts of plants**

- Identify plants parts such as leaves, stems, and roots.
- Describe what different parts do for the plant.
- Write a description of a plant.
- Learn about General Sherman.
- Interpret a picture graph to solve math problems.

### **Essential Questions**

- How do humans use trees?
- What kind of tree is special to New York?
- What kinds of things do plants need to live?
- How do plants get their traits, like their colors and their heights and the shapes of their flowers?
- Why are plants living things?
- Why do plants need to continue to live?
- How can you tell plants are living things?
- What do plants need to live?
- How can you tell that tulips are living things?
- How does the sunflower grow and change?
- Why do plants need minerals?
- What is the main idea of the diagram?
- What parts do plants have?
- What do these parts do for the plants?
- How do plants make new plants
- Why do plants make flowers?
- What would happen if you were rotted in the ground like a plant?
- How are the parts of plants alike and different?
- What does the name General Sherman tell you about this tree?
- How can you tell General Sherman is tall?

**Activities**

- Assess Prior Knowledge
- KWL chart on motion
- Look and Wonder questions
- Read together and learn (reading skill)
- Compare and contrast how things are alike and different
- Discuss main idea for each section
- Develop vocabulary for each lesson
- Quick check questions on plants
- Define academic vocabulary

**Assessments**

## Formative (Throughout)

- Students will be assessed by KWL charts and main idea summarizes.
- Students will be assessed by main idea and detail charts.
- Students will be assessed by art link on what they learned.
- Students will be assessed by doing I read to review.
- Chapter 4 review

## Summative (End of Year)

**Time Frame/Month: 2 weeks****Resources/Websites(Primary/Secondary)**

- Youtube
- <https://www.greatschools.org/gk/worksheets>

**Textbook Name (Chapters/Pages)**

- **TE Chapter 4**
- **Lesson 1& 2**
- **TE Chapter 4**

- Pg.150-151; 154-161; 164-169 170-171;

## *Curriculum Map*

Name of Teacher: Sr.Layla

Month: March

### **Unit/Theme**

### **Chapter 4**

### **Lesson 3: How Plants are alike and different**

### **Enduring Understandings:**

- Recognize that plants look and act like their parent plants.
- Describe way that plants change to meet their needs.
- Classify ways that plants can help people.
- Review and compare parts of plants.

### **Essential Questions**

- How are plants like their parent plants?
- What things cause plants to change as they grow?
- What will an acorn look like as it grows?
- What are some traits of these tulips?
- What will the seeds from the tulips grow to look like?
- How do plants look different in different places?
- What helps these plants survive in their environments?
- What traits could this plant pass down to its offspring?
- What traits cannot be passed down?
- How is the forest in the photo different from the forests you know?

- Chapter 4 review

**Activities**

- Read a diagram on how plants make food
- Social studies link
- Sequence chart
- Develop Vocabulary
- Describe illustrations
- Discuss main idea on what are the parts of the plants
- Read a diagram on a strawberry plant
- Use visuals and discuss what's showing
- Watch videos on plants and trees
- Make a plant cycle
- Chapter 4 I read to review
- Performance Task

**Assessments:**

## Formative (Throughout)

- Students will be assessed by KWL charts and main idea summarizes.
- Students will be assessed by main idea and detail charts.
- Students will be assessed by art link on what they learned.
- Students will be assessed by doing I read to review.
- Chapter 4 review

## Summative (End of Year)

**Time Frame/Month: 2 WEEKS****Resources/Websites(Primary/Secondary)**

- Youtube
- <https://www.greatschools.org/gk/worksheets/>

**Textbook Name (Chapters/Pages)**

- TE chapter 4
- Lesson 3 pg. 172-177;178-179;180-185

***Curriculum Map*****Name of Teacher** Sr. Layla**Month:** April**Unit/Theme**

**Chapter 5: Plants Grow and Change**  
**Lesson 1: Flowers, Fruit, and Seeds**  
**Lesson 2: How Plants grow and change**

**Enduring Understandings****Intro:**

- Learn how plants can be different.

**Lesson 1:**

- Explain what flowers and fruits are important.
- Why do some plants make flowers?
- Why are flowers important?
- What are the parts of a seed?
- Learn how to classify certain things in groups.

**Lesson 2:**

- Describe the life cycle of a plant.
- How does a seed grow into a new plant?
- How do plants grow from seeds?
- Learn how else plants grow.

**Essential Questions**

- How do plants grow and change?
- How are seeds the same and different?
- How are fruits and seeds connected?
- What are the parts of a seed?
- How can seeds move to a new place??
- How did the girl classify the peppers?
- How plants can grow from seeds and other plant parts?
- What is a plant cycle?
- What will seeds grow to look like?
- What happens after the seedling grows into an adult plant?
- How are plants that grow from a plant part different from plants that grow from seeds?

### **Activities**

- KWL chart on plants grow and change
- Look and wonder: Read statement and describe the picture
- Discuss the main idea: why are flowers important?
- Develop academic vocabulary
- Quick check question: what other fruits do you eat?
- Discuss the main idea: what are the parts of a seed?
- Read a diagram and describe
- Describe illustrations
- Develop vocabulary for each lesson

### **Assessments**

Formative (Throughout)

Summative (End of Year)

- Students will be assessed by KWL charts and main idea summarizes.
- Students will be assessed by main idea and detail charts.
- Students will be assessed by art link on what they learned.

- Students will be assessed by doing I read to review.
- Chapter 4 review

**Time Frame/Month: 3 weeks**

**Resources/Websites(Primary/Secondary)**

- Youtube
- <https://www.greatschools.org/gk/worksheets/>

**Textbook Name (Chapters/Pages)**

- TE Chapter 5
- Lesson 1& 2
- Textbook pg. 188-189;190-197;198-203;204-205

### *Curriculum Map*

**Name of Teacher: Sr. Layla**

**Month: May**

**Unit/Theme**

**Chapter 5:**

**Lesson 3: Plants live in many places**

**Lesson 4: Plant responses**

**Enduring Understandings**

**Lesson 3:**

- Describe how many plants survive in different places.
- Learn where plants live.
- How can plants survive in the cold?
- Use descriptive writing to tell about a garden.

**Lesson 4:**

- Classy and compare different plants.

- How do seasons change plants?
- How do plants respond to light?
- Identify the main idea in an article about strawberry farming.

### **Essential Questions**

- What plant parts can grow new plant?
- How to organize a paragraph?
- Identify desert, rain forest, and arctic environment.
- How do desert plants save water?
- What can happen if a plant gets too much water?
- In what kinds of conditions do arctic plants live?
- What helps plants survive in the Arctic?
- What's growing in the garden?
- How can you describe the plants in the garden?
- What kinds of food could you find in the garden?
- Identify some edible plant parts.
- What is a season?
- What makes plants change in the fall?
- Are plants dead in winter? How can you tell?
- How is the tree different in the winter than in the other seasons?
- What would happen to a plant if you placed it near the window?
- Explain why roots grow deep into the soil.
- What does a strawberry plant look like?
- I read to review
- What is a peach tree?

### **Activities**

- KWL chart on plants grow and change
- Look and wonder: Read statement and describe the picture
- Discuss the main idea: why are flowers important?
- Develop academic vocabulary
- Quick check question: what other fruits do you eat?
- Discuss the main idea: what are the parts of a seed?

- Read a diagram and describe
- Describe illustrations
- Develop vocabulary for each lesson
- Focus on skills
- Look and Wonder questions
- Read together and learn (reading skill)
- Compare and contrast how things are alike and different
- Life cycle of a bean plant
- Use visuals and read captions
- Writing in science
- Main idea + key details
- Math in science= how many seeds?
- Social studies link
- Sequence chart
- Venn Diagrams
- I READ TO REVIEW

### **Assessments**

#### Formative (Throughout)

- Students will be assessed by KWL charts and main idea summarizes.
- Students will be assessed by main idea and detail charts.
- Students will be assessed by art link on what they learned.
- Students will be assessed by doing I read to review.
- Chapter 5 review

#### Summative (End of Year)

### **Time Frame/Month: 3 weeks**

### **Resources/Websites(Primary/Secondary)**

- **Youtube**

**Textbook Name (Chapters/Pages)**

- **TE Chapter 5**
- **Lesson 3 & Lesson 4**
- **Pg.214-219;220-221;222-227**