Subject: STEM – Science, Technology, Engineering, Mathematics

CURRICULUM  End Product of Learning, "What You Teach"		INSTRUCTION  Magne to the End Product of Learning "What You Teach"		TECHNOLOGY  Means to Engage Students and	INTERVENTION and
Ena Product of Learning, What You Teach		Means to the End Product of Learning, "What You Teach"		Provide Practice	ASSESSMENT
CONTENT	Cidit	LEADNING DESCURES	TEACHING STRATEGIES	COSTINADE and CAMINE Char	Maria I Clarena and Assessment
CONTENT What we want students to "KNOW"	SKILL What we want students to "DO"	LEARNING RESOURCES	TEACHING STRATEGIES	SOFTWARE and ONLINE Sites	Varied Classroom Assessment Strategies
LS2.A Interdependent Relationships in Ecosystems Plants depend on water and light to grow.  SCIENCE and ENGINEERING PRACTICES Planning and Carrying Out Investigations Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.  CROSSCUTTING CONCEPTS Cause and Effect Events have causes that generate observable patterns.	PERFORMANCE EXPECTATION 2-LS-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow.	RESOURCES:  Smithsonian Science and Technology  Concepts™ Plant Growth and Development  Unit Lessons 1-12  SUBCONCEPT 1 – Organisms go through distinct stages as part of a process known as the life cycle. Lessons 1-7; 12; 16  -Inquiry Investigations -STC Literacy Series Reading Selections -Science Notebooking -Student Investigation Guides -Hands-on Equipment -Creating Models  Tigtag www.tigtagcarolina.com Green Plants	Smithsonian Science and Technology Concepts™ Integrated FERA Cycle Instruction of Crosscutting concepts and science and engineering practices with science core ideas  FOCUS Strategies include: -pre-teaching activities such as brainstorming, KWL charts, anticipation guides, etcguiding/focus questions  EXPLORE Strategies include: -inquiry-based discussions and investigations -classroom activities, inquiries and models to help students develop a further understanding of the concepts/core ideas being discussed  REFLECT Strategies include:	RESOURCES:  www.carolinascienceonline.com  Interactive Whiteboard Activities  STC Literacy Series Plant Growth and Development  www.tigtagcarolina.com  Video Sets related to Plants; animals, pollination; habitats  www.mysi.edu Smithsonian information website  DEVICES:  iPads Tablets	
CORE IDEAS LS2.A Interdependent Relationships in Ecosystems Plants depend on animals for pollination or to move their seeds around ETS1.B Developing Possible Solutions Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.  SCIENCE and ENGINEERING PRACTICES Developing and Using Models Develop a simple model based on evidence to represent a proposed object or tool.  CROSSCUTTING CONCEPTS Structure and Function The shape and stability of structures of natural and designed objects are related to their function(s).	PERFORMANCE EXPECTATION 2-LS2-2 Develop a simple model to mimics the function of an animal in dispersing seeds or pollinating plants.	RESOURCES:  Smithsonian Science and Technology Concepts™ Plant Growth and Development Unit Lessons 8-14  SUBCONCEPT 2 – Living things are interdependent; for example, plants depend on bees for pollination Lessons 8-11  SUBCONCEPT 3 – Models can be used to identify the structures, functions, and behaviors of living organisms. Lesson 13-14  -Inquiry Investigations -STC Literacy Series Reading Selections -Science Notebooking -Student Investigation Guides -Hands-on Equipment -Creating Models  Tigtag www.tigtagcarolina.com Pollination Crafty Orchids	of the concepts/core ideas being discussed  REFLECT Strategies include: -Science Notebooking -Key Ideas -Academic Vocabulary  APPLY Strategies include:	<ul> <li>Tablets</li> <li>Chromebooks</li> <li>ELMO</li> <li>SMARTboard</li> </ul> SOFTWARE: <ul> <li>Microsoft Powerpoint</li> <li>Microsoft Word</li> <li>SMARTboard activities</li> </ul>	

CURRICULUM  End Product of Learning, "What You Teach"		INSTRUCTION  Means to the End Product of Learning, "What You Teach"		TECHNOLOGY  Means to Engage Students and  Provide Practice	INTERVENTION and ASSESSMENT
CONTENT What we want students to "KNOW"	SKILL What we want students to "DO"	LEARNING RESOURCES	TEACHING STRATEGIES	SOFTWARE and ONLINE Sites	Varied Classroom Assessment Strategies
LS4.D Biodiversity and Humans There are many different kinds of living things in an area, and they exist in different places on land and in water.  SCIENCE and ENGINEERING PRACTICES Planning and Carrying Out Investigations Make observations (firsthand or from media) to collect data which can be used to make comparisons.  CROSSCUTTING CONCEPTS Patterns Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.	PERFORMANCE EXPECTATION 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.	RESOURCES:  Smithsonian Science and Technology  Concepts™ Plant Growth and Development Unit Lessons 15; 17  SUBCONCEPT 4 – Records, notes, and graphs help people understand how plants move through the life cycle and what factors affect their growth and development. Lesson 15; 17  -Inquiry Investigations -STC Literacy Series Reading Selections -Science Notebooking -Student Investigation Guides -Hands-on Equipment -Creating Models  Tigtag www.tigtagcarolina.com Interdependence in a Habitat	Smithsonian Science and Technology Concepts™ Integrated FERA Cycle Instruction of Crosscutting concepts and science and engineering practices with science core ideas  FOCUS Strategies include: -pre-teaching activities such as brainstorming, KWL charts, anticipation guides, etcguiding/focus questions  EXPLORE Strategies include: -inquiry-based discussions and investigations -classroom activities, inquiries and models to help students develop a further understanding of the concepts/core ideas being discussed  REFLECT Strategies include: -Science Notebooking -Key Ideas -Academic Vocabulary  APPLY Strategies include: -Venn diagrams, cause and effect charts, review games, engineering application lessons, etc.  COMMON CORE Reading Informational Text RI.1-9: RI.1-3 Key Ideas and Details RI.4-6 Craft and Structure RI.7-9 Integration of Knowledge and Ideas  Writing W.1-9  W.1-3 Text Types and Purpose W.4-6 Production and Distribution of Writing W.7-9 Research to Build and Present Knowledge  GUIDING QUESTIONS -How do plants and animals in unique places depend upon one another?	RESOURCES: www.carolinascienceonline.com	INTERVENTIONS: Smithsonian Science and Technology Concepts™  Science Notebooks  Extensions  ASSESSMENTS: Smithsonian Science and Technology Concepts™ Plant Growth and Development Unit  Lesson 1 Pre-Assessment Students observe bean seeds and reflect on what they know about plants.  Lesson 17 Assessment Students discuss and reflect on what they have learned -FORMATIVE -SUMMATIVE  Science Notebooks  Inquiry Data Sheets Investigation Follow-up Questions

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	CONTENT	CMIT	LEADAUNG DECOURCES	TEACHING STRATEGIES	COSTINADE I CANUALE C'A	Variat Classes Assessed
	CONTENT What we want students to "KNOW"	SKILL What we want students to "DO"	LEARNING RESOURCES	TEACHING STRATEGIES	SOFTWARE and ONLINE Sites	Varied Classroom Assessment Strategies
	CORE IDEAS	PERFORMANCE EXPECTATION	RESOURCES:	Smithsonian Science and Technology	RESOURCES:	INTERVENTIONS:
	PS1.A Structure and Properties of Matter	2-PS1-1	Smithsonian Science and Technology	Concepts™	www.carolinascienceonline.com	Smithsonian Science and
	Different kinds of matter exist and many of them can be	Plan and conduct an investigation to describe and	Concepts™ Solids and Liquids Unit Lessons	Integrated FERA Cycle Instruction of	Interactive Whiteboard	Technology Concepts™
	either solid or liquid, depending on temperature. Matter	classify different kinds of materials by their	1-17	Crosscutting concepts and science and	Activities	Science Notebooks
	can be described and classified by its observable	observable properties.		engineering practices with science core ideas	<ul> <li>STC Literacy Series Solids</li> </ul>	<ul> <li>Extensions</li> </ul>
	properties.	2-PS1-2	<b>SUBCONCEPT 1 –</b> Some properties of solids		and Liquds	
		Analyze data obtained from testing different	and liquids can be identified by careful	FOCUS Strategies include:		
	SCIENCE and ENGINEERING PRACTICES	materials to determine which materials have the	observation with the senses alone <b>Lessons</b>	-pre-teaching activities such as brainstorming,	www.tigtagcarolina.com	ASSESSMENTS:
	Planning and Carrying Out Investigations Plan and conduct an investigation collaboratively to	properties that are best suited for an intended purpose.	1-5 SUBCONCEPT 2 –Some properties of solids	KWL charts, anticipation guides, etcguiding/focus questions	Video Sets related to	Smithsonian Science and
	produce data to serve as a basis for evidence to answer a	2-PS1-3	and liquids can be identified by testing	-guiding/locus questions	Plants and Animals	Technology Concepts™
	question.	Make observations to construct an evidence-based	Lessons 6-9	EXPLORE Strategies include:	ununu musi odu	The Solids and Liquids Unit
		account of how an object made of a small set of	SUBCONCEPT 3 –Liquids have unique	-inquiry-based discussions and investigations	www.mysi.edu Smithsonian information website	
	Analyzing and Interpreting Data	pieces can be disassembled and made into a new	properties that may be identified by the	-classroom activities, inquiries and models to	Simulsoman information website	Lesson 1 Pre-Assessment Students examine a spoon and a
	Analyze data from tests of an object or tool to determine	object.	senses and testing <b>Lessons 10-15</b>	help students develop a further understanding	DEVICES:	steel ball. They share what they
	if it works as intended.		SUBCONCEPT 4 –Solids and liquids have	of the concepts/core ideas being discussed	• iPads	know and would like to know
	Construction Fundamentians and Businesia Calutions		both similarities and differences <b>Lessons 16</b> -	DEFLECT Chartestee to dealer	<ul> <li>Tablets</li> </ul>	about solids.
	Constructing Explanations and Designing Solutions  Make observations (firsthand or from media) to construct		17	REFLECT Strategies include: -Science Notebooking	<ul> <li>Chromebooks</li> </ul>	
r 2	an evidence-based account for natural phenomena.		-Inquiry Investigations	-Key Ideas	• ELMO	Lesson 16 Assessment
ē	an evidence based decodife for flatdraf phenomena.		-STC Literacy Series Reading Selections	-Academic Vocabulary	<ul> <li>SMARTboard</li> </ul>	Students discuss and reflect on
ב	CROSSCUTTING CONCEPTS		-Science Notebooking	,		what they have learned
n	Patterns		-Student Investigation Guides	APPLY Strategies include:	SOFTWARE:	-FORMATIVE -SUMMATIVE
Quarter	Patterns in the natural world and human designed world		-Hands-on Equipment	-Venn diagrams, cause and effect charts,	Microsoft Powerpoint	-SUMMATIVE
	can be observed.		-Creating Models	review games, engineering application lessons,	Microsoft Word	Science Notebooks
	Cause and Effect		<b>-</b> !	etc.	SMARTboard activities	
	Simple tests can be designed to gather evidence to support or refute student ideas about causes.		<u>Tigtag www.tigtagcarolina.com</u> Solids, Liquids, Gases	COMMON CORE		Inquiry Data Sheets
	Energy and Matter		-Characteristics of air	Reading Informational Text RI.1-9:		Investigation Follow-up
	Objects may break into smaller pieces and be put together		-Characteristics of water	RI.1-3 Key Ideas and Details		Questions
	into larger pieces, or change shape.		Properties of Materials	RI.4-6 Craft and Structure		
	Influence of Engineering, Technology, and Science, on		Natural and Artificial Materials	RI.7-9 Integration of Knowledge and Ideas		
	Society and the Natural World		Choosing Suitable Materials			
	Every human-made product is designed by applying some			Writing W.1-9		
	knowledge of the natural world and is built using natural			W.1-3 Text Types and Purpose		
	materials.			W.4-6 Production and Distribution of Writing W.7-9 Research to Build and Present		
				Knowledge		
				Micwedge		
				GUIDING QUESTIONS		
				-How can we describe matter?		
				-How is matter alike and different?		

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				Provide Practice	
CONTENT	SKILL	LEARNING RESOURCES	TEACHING STRATEGIES	SOFTWARE and ONLINE Sites	Varied Classroom Assessment
What we want students to "KNOW"	What we want students to "DO"			30.1.11.11.2.11.0.31.11.11.2.31.03	Strategies
CORE IDEAS	PERFORMANCE EXPECTATION	RESOURCES:	Smithsonian Science and Technology	RESOURCES:	INTERVENTIONS:
PS1.B Chemical Reactions  Heating or cooling a substance may cause changes that	2-PS1-4 Construct an argument with evidence that some	Smithsonian Science and Technology Concepts™ Changes Unit Lessons 1-17	Concepts™ Integrated FERA Cycle Instruction of	<ul><li>www.carolinascienceonline.com</li><li>Interactive Whiteboard</li></ul>	Smithsonian Science and Technology Concepts™
can be observed. Sometimes these changes are reversible,	changes caused by heating or cooling can be	concepts changes only ressons 1 17	Crosscutting concepts and science and	Activities	Science Notebooks
and sometimes they are not.	reversed and some cannot.	SUBCONCEPT 1 – Materials may change their	engineering practices with science core ideas	STC Literacy Series	<ul> <li>Extensions</li> </ul>
COLEMOS and ENCINEEDING DRACTICES		properties of state Lesson 1	FOCUS Streets size in abode.	Changes	
SCIENCE and ENGINEERING PRACTICES Engaging in Argument from Evidence		<b>SUBCONCEPT 2</b> –Changes in state result from changes in the external environment	FOCUS Strategies include: -pre-teaching activities such as brainstorming,	www.tigtagcarolina.com	
Construct an argument with evidence to support a claim.		Lessons 2-3	KWL charts, anticipation guides, etc.	Material Processes;	ASSESSMENTS:
		SUBCONCEPT 3 –Mixed materials may	-guiding/focus questions	changes; reactions,	Smithsonian Science and Technology Concepts™
CROSSCUTTING CONCEPTS  Cause and Effect		change as the result of chemical or physical interactions <b>Lessons 4-8</b>	EVELORE Stretories include:	mixtures	The Changes Unit
Events have causes that generate observable patterns.		SUBCONCEPT 4 –The chemical and physical	EXPLORE Strategies include: -inquiry-based discussions and investigations		
σ σ σ σ σ σ σ σ σ σ σ σ σ σ σ σ σ σ σ		properties of materials may be used to	-classroom activities, inquiries and models to	www.mysi.edu Smithsonian information website	Lesson 1 Pre-Assessment Students discuss how familiar
		separate their mixtures Lessons 6; 9-11	help students develop a further understanding	Simensonian information website	objects change.
		SUBCONCEPT 5 –Chemical reactions can produce new materials Lessons 12-17	of the concepts/core ideas being discussed	DEVICES:	
en e		produce new materials Lessons 12-17	REFLECT Strategies include:	• iPads	Lesson 16 Assessment
<u> </u>		-Inquiry Investigations	-Science Notebooking	<ul><li>Tablets</li><li>Chromebooks</li></ul>	Students discuss and reflect on what they have learned
te		-STC Literacy Series Reading Selections	-Key Ideas	• ELMO	-FORMATIVE
Quarter		-Science Notebooking -Student Investigation Guides	-Academic Vocabulary	<ul> <li>SMARTboard</li> </ul>	-SUMMATIVE
õ		-Hands-on Equipment	APPLY Strategies include:		Colonia Natabasha
		-Creating Models	-Venn diagrams, cause and effect charts,	SOFTWARE:	Science Notebooks
		Tigtag wayay tigtaggaralina com	review games, engineering application lessons,	<ul><li>Microsoft Powerpoint</li><li>Microsoft Word</li></ul>	Inquiry Data Sheets
		Tigtag www.tigtagcarolina.com  Material Processes	etc.	SMARTboard activities	Investigation Follow-up
		-Changes of State	COMMON CORE		Questions
		-Expansion and Conduction	Reading Informational Text RI.1-9:		
		-Insulation -Chemical Reactions	RI.1-3 Key Ideas and Details RI.4-6 Craft and Structure		
		-Burning	RI.7-9 Integration of Knowledge and Ideas		
		- What is a Mixture?			
		-Separation by Sieving -Separation by Evaporation	Writing W.1-9		
		-separation by Evaporation	W.1-3 Text Types and Purpose W.4-6 Production and Distribution of Writing		
			W.7-9 Research to Build and Present		
			Knowledge		
			GUIDING QUESTIONS		
			-How do heating and cooling change matter?		
			-How are changes alike and different?		
			(Reversible versus irreversible?)		
			-How can matter be combined and separated?		
			,		

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Quarter 4	CORE IDEAS ESS1.C The History of Planet Earth Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe  SCIENCE and ENGINEERING PRACTICES Constructing Explanations and Designing Solutions Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena  CROSSCUTTING CONCEPTS Stability and Change Things may change slowly or rapidly	PERFORMANCE EXPECTATION 2-ESS1-1 Make observations from media to construct an evidence-based account that Earth events can occur quickly or slowly.	RESOURCES:  Smithsonian Science and Technology  Concepts™ Land and Water Unit Lessons 1-7  SUBCONCEPT 1 —Different elements of earth systems interact to characterize the land and water landscape Lesson 1  SUBCONCEPT 2 —Water evaporates, rises, condenses, and falls to earth, where it collects in lakes, oceans, rivers, and soil and rocks, in a process known as the water cycle. Lesson 2  SUBCONCEPT 3 —Streams and rivers slowly reshape the earth's land surface by eroding and carrying soil and rock Lessons 3-7  Tigtag www.tigtagcarolina.com  Minerals  Rocks Soil	Smithsonian Science and Technology Concepts™ Integrated FERA Cycle Instruction of Crosscutting concepts and science and engineering practices with science core ideas  FOCUS Strategies include: -pre-teaching activities such as brainstorming, KWL charts, anticipation guides, etcguiding/focus questions  EXPLORE Strategies include: -inquiry-based discussions and investigations -classroom activities, inquiries and models to help students develop a further understanding of the concepts/core ideas being discussed  REFLECT Strategies include: -Science Notebooking -Key Ideas -Academic Vocabulary  APPLY Strategies include:	RESOURCES:  www.carolinascienceonline.com  Interactive Whiteboard Activities  STC Literacy Series Land and Water  www.tigtagcarolina.com Video Sets related to land, water, erosion, soils, weathering  www.mysi.edu Smithsonian information website  DEVICES: iPads Tablets Chromebooks ELMO SMARTboard	INTERVENTIONS:  Smithsonian Science and Technology Concepts™  Science Notebooks Extensions  ASSESSMENTS: Smithsonian Science and Technology Concepts™ Land and Water Unit  Lesson 1 Pre-Assessment Students discuss what they know like to know about land and water  Lesson 17 Assessment Students discuss and reflect on what they have learned -FORMATIVE -SUMMATIVE
	CORE IDEAS ESS2.A Earth Materials and Systems Wind and water can change the shape of the land  SCIENCE and ENGINEERING PRACTICES Constructing Explanations and Designing Solutions Compare multiple solutions to a problem.  ETS1.C Optimizing the Design Solution Because there is always more than one possible solution to a problem, it is useful to compare and test designs.  CROSSCUTTING CONCEPTS Stability and Change Things may change slowly or rapidly Influence of Engineering, Technology, and Science on Society and the Natural World Developing and using technology has impacts on the natural world.	PERFORMANCE EXPECTATION  2-ESS2-1  Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.	RESOURCES: Smithsonian Science and Technology Concepts™ Land and Water Unit Lessons 5- 13  SUBCONCEPT 4 — The properties of soils and the flow of characteristics of water determine the nature of erosion and deposition. Lessons 5-7 SUBCONCEPT 5 — The interactions among the elements of the earth and circulating water change the landscape. Lessons 8-13  -Inquiry Investigations -STC Literacy Series Reading Selections -Science Notebooking -Student Investigation Guides -Hands-on Equipment -Creating Models  Tigtag www.tigtagcarolina.com Minerals Rocks Soil Weathering Glaciers	-Venn diagrams, cause and effect charts, review games, engineering application lessons, etc.  COMMON CORE Reading Informational Text RI.1-9: RI.1-3 Key Ideas and Details RI.4-6 Craft and Structure RI.7-9 Integration of Knowledge and Ideas  Writing W.1-9 W.1-3 Text Types and Purpose W.4-6 Production and Distribution of Writing W.7-9 Research to Build and Present Knowledge  GUIDING QUESTIONS -What events can shape the land?  -How do wind and water shape the land?	Microsoft Powerpoint     Microsoft Word     SMARTboard activities	Science Notebooks Inquiry Data Sheets Investigation Follow-up Questions

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	nat we want students to "KNOW"	What we want students to "DO"				Strategies
CORE IDEAS	Fectonics and Large-Scale System	PERFORMANCE EXPECTATION 2-ESS2-2	RESOURCES: Smithsonian Science and Technology	Smithsonian Science and Technology Concepts™	RESOURCES: www.carolinascienceonline.com	INTERVENTIONS: Smithsonian Science and
Interactions	rectorites and Large-Scale System	Develop a model to represent the shapes and	Concepts™ Land and Water Unit Lessons 8-	Integrated FERA Cycle Instruction of	Interactive Whiteboard	Technology Concepts™
	here things are located. One can map the	kinds of land and bodies of water in an area.	17	Crosscutting concepts and science and	Activities	Science Notebooks
shapes and kir	nds of land and water in any area		CLIDCONCERT F. The interestions among the	engineering practices with science core ideas	STC Literacy Series Land	<ul><li>Extensions</li></ul>
SCIENCE and E	ENGINEERING PRACTICES		<b>SUBCONCEPT 5</b> –The interactions among the elements of the earth and circulating water	FOCUS Strategies include:	and Water	
	nd Using Models		change the landscape. Lessons 8-13	-pre-teaching activities such as brainstorming,	www.tigtagcarolina.com	ASSESSMENTS:
	del to represent patterns in the natural		SUBCONCEPT 4 –Human interact with	KWL charts, anticipation guides, etc.	<ul> <li>Video Sets related to land,</li> </ul>	Smithsonian Science and
world			natural elements to affect changes in the landscape. <b>Lessons 12; 14-17</b>	-guiding/focus questions	water, erosion, soils, weathering	Technology Concepts™
CROSSCUTTIN	IG CONCEPTS		Tulidacape. 2035013 12, 14 17	EXPLORE Strategies include:	weathering	Land and Water Unit
Patterns			-Inquiry Investigations	-inquiry-based discussions and investigations	www.mysi.edu	Lesson 1 Pre-Assessment
Patterns in the	e natural world can be observed.		-STC Literacy Series Reading Selections	-classroom activities, inquiries and models to help students develop a further understanding	Smithsonian information website	Students discuss what they know
			-Science Notebooking -Student Investigation Guides	of the concepts/core ideas being discussed	DEVICES:	like to know about land and
			-Hands-on Equipment		• iPads	water
			-Creating Models	REFLECT Strategies include: -Science Notebooking	• Tablets	Lesson 17 Assessment
cont			Tigtag www.tigtagcarolina.com	-Key Ideas	• Chromebooks	Students discuss and reflect on
8			Earthquakes	-Academic Vocabulary	<ul><li>ELMO</li><li>SMARTboard</li></ul>	what they have learned -FORMATIVE
4			Earth's Layers	ADDLY Strategies include:	SIVIANTBOATU	-SUMMATIVE
CORE IDEAS ESS2.C The Ro Water is found Water exists a		PERFORMANCE EXPECTATION	RESOURCES:	APPLY Strategies include: -Venn diagrams, cause and effect charts,	SOFTWARE:	
ESS2.C The Ro	ole of Water in Earth's Surface	**2-ESS2-3	Smithsonian Science and Technology	review games, engineering application lessons,	Microsoft Powerpoint	Science Notebooks
Water is found	d in the ocean, rivers, lakes, and ponds,	Obtain information to identify where water is	Concepts <sup>™</sup> Land and Water Unit Lessons 2-	etc.	<ul><li>Microsoft Word</li><li>SMARTboard activities</li></ul>	Inquiry Data Sheets
Water exists a	as solid ice, and in liquid form.	found on Earth and that it can be solid or liquid.	13	COMMON CORE	Siviant board activities	Investigation Follow-up
SCIENCE and E	ENGINEERING PRACTICES	**Also addressed in STC™ Solids and Liquids unit	SUBCONCEPT 2 –Water evaporates, rises,	Reading Informational Text RI.1-9:		Questions
Obtaining, Eva	aluating, and Communicating Information	,	condenses, and falls to earth, where it	RI.1-3 Key Ideas and Details		
	nation using various texts, text features (e.g.		collects in lakes, oceans, rivers, and soil and	RI.4-6 Craft and Structure RI.7-9 Integration of Knowledge and Ideas		
	les of contents, glossaries, electronic menus, her media that will be useful in answering a		rocks, in a process known as the water cycle.  Lesson 2	integration of this meage and races		
scientific ques			SUBCONCEPT 3 –Streams and rivers slowly	Writing W.1-9		
CDOCCCUTTIN	IC CONCERTS		reshape the earth's land surface by eroding	W.1-3 Text Types and Purpose W.4-6 Production and Distribution of Writing		
CROSSCUTTIN Patterns	IG CONCEPTS		and carrying soil and rock <b>Lessons 3-7 SUBCONCEPT 5</b> –The interactions among the	W.7-9 Research to Build and Present		
	e natural world can be observed		elements of the earth and circulating water	Knowledge		
			change the landscape. <b>Lessons 8-13</b>	GUIDING QUESTIONS		
			Inquiry Investigations	-How can we design solutions to slow or		
			-Inquiry Investigations -STC Literacy Series Reading Selections	prevent wind and water from changing the		
			-Science Notebooking	land?		
			-Student Investigation Guides	-Where is water found on earth and in what		
			-Hands-on Equipment -Creating Models	forms?		
			<u>Tigtag www.tigtagcarolina.com</u>	-		
			Water			