

Lansing School District Second Grade Science Year-At-A-Glance Expected Pacing

Quarter	Dates	Amplify Core Content Unit 1 Plant and Animal Relationships
Q1	Aug. 28-31	Community building/Routines/Procedures
	Sept. 5-8	Plant and Animal Relationships: Lesson 1
	Sept. 11-15	Plant and Animal Relationships: Lesson 2
	Sept. 18-22	Plant and Animal Relationships: Lesson 3
	Sept. 25-29	Plant and Animal Relationships: Lesson 4
	Oct. 2-6	Chapter 1 Why aren't new chalta trees growing in the Bengal Tiger Reserve? Lessons 1.5 (What Are Seeds?), 1.6 (Investigating Seed Needs) and 1.7 (Explaining Why There Are No New Chalta Trees)
	Oct. 9-13	Chapter 2 Why aren't the chalta seeds getting what they need to grow? Lessons 2.1 (Exploring Plant Parts), 2.2 (A Plant Is a System) and 2.3 (Investigating How Roots and Leaves Grow)
	Oct. 16-20	Lessons: 2.4 (Finding a Good place to Grow), 2.5 (Why Aren't New Chalta Trees Growing?) Chapter 3 Why aren't the chalta seeds getting to places where they can grow? Lesson 3.1 (Habitat Scientist)
	Oct. 23-27	Lessons 3.2 (Investigating How Seeds Move) 3.3 (Investigating Seed Dispersal) 3.4 (Diagramming a System)
	Oct. 30-3	Lessons 3.5 (Plant and Animal Interdependence) and 3.6 (Explaining the Problem in the Reserve)

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Quarter	Dates	Amplify Core Content Cont. Unit 1 Plant and Animal Relationships
Q1	Oct. 23-27	Lessons 3.2 (Investigating How Seeds Move) 3.3 (Investigating Seed Dispersal) 3.4 (Diagramming a System)
	Oct. 30-3	Lessons 3.5 (Plant and Animal Interdependence) and 3.6 (Explaining the Problem in the Reserve)

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Quarter	Dates	Amplify Core Content Unit: Plant and Animal Relationships & Properties of Materials (22 Lessons)
Q2	Oct. 30.-Nov. 3	Lessons 3.5 (Plant and Animal Interdependence) and 3.6 (Explaining the Problem in the Reserve)
	Nov. 6-10	Chapter 4: How are other seeds in the reserve able to get to places where they can grow? Lessons: 4.1 (Investigating Seeds), and 4.2 (Planning the Seed Investigations)
	Nov. 13-17	Lessons: 4.3 (Conducting the Seed Investigations) and 4.4 (End-of-Unit Assessment)
	Nov. 20-24*	Thanksgiving Break
	Nov. 27-1	Unit: Properties of Materials Chapter 1: How can you make a sticky glue? Lessons: 1.1 (Pre-Unit Assessment), and 1.2 (What If Rain Boots Were Made of Paper?)
	Dec. 4-8	Lessons: 1.3 (Observing Properties of Glue), and 1.4 (Supporting Claims with Evidence)
	Dec. 11-15	Lessons: 1.4 (Supporting Claims with Evidence) and 1.5 (Observing and Testing Ingredients)
	Dec. 18-22	Lessons: 1.6 (Evaluating Sticky Test Evidence) and 1.7 (Jelly Bean Engineer)
	Dec. 25-29	Winter Break
	Jan. 1-5	

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Quarter	Dates	Amplify Core Content Unit 2 Properties of Materials cont.
Q2	Jan. 8-12	Lessons: 1.8 (Using Evidence to Plan Glues) and 1.9 (Making Our First Glue)
	Jan. 15-19	Flex Week to catch up on pacing or double up on Math Instruction (intervention)

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Quarter	Dates	Amplify Core Content Unit: Properties of Materials
Q3	Jan. 22-26	Chapter 2: Can heating an ingredient make a better glue? Lessons: 2.1 (Can You Change It Back?) and 2.2 (Exploring Heating and Cooling)
	Jan. 29-Feb. 2	Lessons: 2.3 (Cause and Effect) and 2.4 (Writing About Heating Ingredients)
	Feb. 5-9	Chapter 3: What ingredients can be used to make a glue that is sticky and strong? Lessons: 3.1 (Jess Makes Hair Gel) and 3.2 (Adding Strength as a Design Goal)
	Feb. 12-16	Lessons: 3.3 (Evaluating Strength Test Evidence) and 3.4 (Writing Design Arguments)
	Feb. 19-23	Lesson: 3.5 (Making Our Second Glue) Chapter 4: What is the glue recipe that best meets our design goals? Lesson: 4.1 (Evaluating Second Glues and Revising Recipes)
	Feb. 26-Mar. 1	Lesson: 4.2 (Making Final Glues) and 4.3 (Mystery Mixtures)
	Mar. 4-8	Flex Week: Used to catch up to pacing, reteach or additional math lessons
	Mar. 11-15	Lesson 4.4 (End-of-Unit Assessment)

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Quarter	Dates	Amplify Core Content Unit: Changing Landforms (22 Lessons)
Q3	Mar. 18-22	Unit: Changing Landforms Chapter 1: How did the edge of the cliff get to be so close to the flagpole? Lessons: 1.1 (Pre-Unit Assessment) and 1.2 (Observations About Landforms)
	Mar. 25-29	Spring Break
	April 1-5	Lessons: 1.3 (Observing Sand Samples) and 1.4 (Gary's Sand Journal)

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Quarter	Dates	Amplify Core Content Unit: Changing Landforms (22 Lessons)
Q4	April 8-12	Chapter 1: How did the edge of the cliff get to be so close to the flagpole? Lessons: 1.5 (Making Sense of Sand Samples) and 1.6 (Explaining Landform Changes)
	April 15-19	Social Studies
	April 22-26	
	April 29-May 3	Chapter 2: How did the recreation center's cliff change? Lessons: 2.1 (Diagramming Landform Changes), 2.2 (Modeling Landform Changes) and 2.3 (What's Stronger?)
	May 6-10	Lessons: 2.4 (Diagramming How a Landform Erodes), 2.5 (Scale of Erosion), and 2.6 (Explaining How the Cliff Changed)
	May 13-17	Social Studies
	May 20-24	
	May 27-31	Chapter 3: How did the recreation center's cliff erode without the director noticing? Lessons: 3.1 (Introduction to Maps), 3.2 (Investigating Differences in Scale) and 3.3 (Accumulation of Small Changes)
	June 3-7	Lessons: 3.4 (Landform Change Over Time) and 3.5 (End of Unit Assessment Part I)