

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

Quarter	Dates	<b>Amplify Core Content</b> <b>Unit 1 Plant and Animal Relationships</b>
Q1	Aug. 21-23	Community building/Routines/Procedures
	Aug. 26-29	Plant and Animal Relationships: Lessons 1.1 (Pre-Unit Assessment)
	Sept. 3-6	Plant and Animal Relationships: Lessons 1.2 (My Nature Notebook)
	Sept. 9-13	Plant and Animal Relationships: Lessons 1.3 (Investigating Habitats)
	Sept. 16-20	Plant and Animal Relationships: Lessons 1.4 (Discovering the Problem in the Reserve) and 1.5 (What Are Seeds?)
	Sept. 23-27	Lessons:1.6 (Investigating Seed Needs) and 1.7 (Explaining Why There Are No New Chalta Trees)
	Sept. 30- Oct. 4	<b>Social Studies</b>
	Oct.7-11	
	Oct. 14-18	<b>Chapter 2</b> 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. 21-Oct. 25	Lessons: 2.4 (Finding a Good place to Grow), 2.5 (Why Aren't New Chalta Trees Growing?) <b>Chapter 3</b> Why aren't the chalta seeds getting to places where they can grow? Lessons 3.1 (Habitat Scientist)

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<b>Quarter</b>	<b>Dates</b>	<b>Amplify Core Content Cont.</b> <b>Unit 1 Plant and Animal Relationships</b>
Q1	Oct. 28-Nov. 1	Lessons 3.2 (Investigating How Seeds Move) 3.3 (Investigating Seed Dispersal) 3.4 (Diagramming a System)

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Quarter	Dates	Amplify Core Content Unit: Plant and Animal Relationships & Properties of Materials (22 Lessons)
Q2	Nov. 4-8	<b>Chapter 3:</b> Why aren't the chalta seeds getting to places where they can grow? Lessons: 3.5 (Plant and Animal Interdependence) and 3.6 (Explaining the Problem in the Reserve)
	Nov. 11-15	<b>Social Studies</b>
	Nov. 18-22	
	Nov. 25-29	<b>Thanksgiving Break</b>
	Dec. 2-6	<b>Chapter 4:</b> How are other seeds in the reserve able to get to places where they can grow? Lessons: 4.1 (Investigating Seeds), 4.2 (Planning the Seed Investigations), 4.3 (Conducting the Seed Investigations) and 4.4 (End-of-Unit Assessment)
	Dec. 9-13	<b>Unit Properties of Materials</b> <b>Chapter 1:</b> How can you make a sticky glue? Lessons 1.1 (Pre-Unit Assessment), 1.2 (What If Rain Boots Were Made of Paper?), and 1.3 (Observing Properties of Glue)
	Dec. 16-20	Lessons: 1.4 (Supporting Claims with Evidence), 1.5 (Observing and Testing Ingredients), and 1.6 (Evaluating Sticky Test Evidence)
	Dec. 23- 27	Lessons: 1.7 (Jelly Bean Engineer), 1.8 (Using Evidence to Plan Glues) and 1.9 (Making Our First Glue)

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Quarter	Dates	<b>Amplify Core Content</b> <b>Unit 2 Properties of Materials cont.</b>
Q2	Dec. 3– Jan. 3	<b>Winter Break</b>
	Jan. 6-10	
	Jan. 13-17	<b>Social Studies</b>
	Jan. 20-24	

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Quarter	Dates	<b>Amplify Core Content</b> <b>Unit: Properties of Materials (22 Lessons)</b>
Q3	Jan. 27- 31	<b>Chapter 2:</b> Can heating an ingredient make a better glue? Lessons: 2.1 (Can You Change It Back?) and 2.2 (Exploring Heating and Cooling) and 2.3 (Cause and Effect)
	Feb. 3-7	Lessons: 2.4 (Writing About Heating Ingredients) <b>Chapter 3:</b> 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. 10-14	Lessons: 3.3 (Evaluating Strength Test Evidence), 3.4 (Writing Design Arguments) and 3.5 (Making Our Second Glue)
	Feb. 17-21	<b>Social Studies</b>
	Feb. 24-28	
	Mar. 3-7	<b>Chapter 4:</b> What is the glue recipe that best meets our design goals? Lessons: 4.1 (Evaluating Second Glues and Revising Recipes) Lessons: 4.2 (Making Final Glues) and 4.3 (Mystery Mixtures)
	Mar. 10-14	Lessons: 4.3 (Mystery Mixtures) and 4.4 (End of Unit Assessment)
	Mar. 17-21	<b>Social Studies</b>

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Quarter	Dates	<b>Amplify Core Content</b> <b>Unit: Changing Landforms (22 Lessons)</b>
Q3	Mar. 24-28	<b>Unit: Changing Landforms</b> <b>Chapter 1:</b> How did the edge of the cliff get to be so close to the flagpole? Lessons: 1.1 (Pre-Unit Assessment), 1.2 (Observations About Landforms) and 1.3 (Observing Sand Samples)
	Mar.31-April 4	Spring Break
	April 1-5	Lessons: 1.4 (Gary's Sand Journal), 1.5 (Making Sense of Sand Samples) and 1.6 (Explaining Landform Changes)

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Quarter	Dates	<b>Amplify Core Content</b> <b>Unit: Changing Landforms (22 Lessons)</b>
Q4	April 7-11	Social Studies
	April 14-18	
	April 21-25	<b>Chapter 2:</b> 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?)
	April 28- May 2	Lessons: 2.4 (Diagramming How a Landform Erodes), 2.5 (Scale of Erosion), and 2.6 (Explaining How the Cliff Changed)
	May 5-9	Social Studies
	May 12-16	
	May 19-23	<b>Chapter 3:</b> 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)
	May 26-30	Lessons: 3.4 (Landform Change Over Time) and 3.5 (End of Unit Assessment Part I)
	June 2-6	<b>Chapter 4:</b> Could the recreation center's cliff erode quickly? Lessons: 4.1 (Exploring How Landforms Erode Quickly), 4.2 (Modeling How Landforms Erode Quickly) 4.3 (Making Models of Streams), 4.4 (Making Sense of How Landforms Erode Quickly) and 4.5 (End of Unit Assessment Part 2)