

# Content Integration 2014-15



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# CONTENT INTEGRATION (SOCIAL STUDIES & SCIENCE) CURRICULUM MAP CANYONS SCHOOL DISTRICT

## Curriculum Mapping Purpose

Canyons School District's Content Integration curriculum maps are standards-based maps driven by the Utah Core Standards. Student achievement is increased when both teachers and students know where they are going, why they are going there, and what is required of them to get there.

## Curriculum Maps are a tool for:

- **ALIGNMENT:** Provides support and coordination between concepts, skills, standards, curriculum, and assessments
- **COMMUNICATION:** Articulates expectations and learning goals for students
- **PLANNING:** Focuses instruction and targets critical information
- **COLLABORATION:** Promotes professionalism and fosters dialogue between colleagues about best practices pertaining to sequencing, unit emphasis and length, integration, and review strategies
- **SCAFFOLDED INSTRUCTION AND GROUPING STRUCTURES:** The organization of a scaffolded classroom includes whole group, small group (e.g., teacher-led skill-based, cooperative learning), partner, and independent work where students are provided support towards mastery. As students assume more responsibility for the learning, gradual support is decreased in order to shift the responsibility for learning from the teacher to the students.

## General Instructions

### Pacing

This curriculum map provides guidance for intertwining the Utah Core Standards for Social Studies and Science with the Reading Street content. Following the map will allow students to access all core standards by the end of the year. To support students' mastery of the standards, a scope and sequence was developed to address content areas. Attending to these standards will allow teachers to focus instruction for the given unit and better assess students' understanding of each standard.

### Units

The scope and sequence was correlated to the Reading Street Unit Theme and Question where applicable. There are six units that are to be covered over the course of the school year. Each unit represents six weeks of instruction. In most cases, there are science and social studies standards that are taught in each unit.

### Content Integration Instruction

During the Science and Social Studies content integration block, students will have the opportunity to learn about and experience science and social studies as directed by the Utah State Core curriculum. "Elementary school students learn science and social studies best when; they are involved in first-hand exploration and investigation and inquiry/process skills are nurtured, instruction builds directly on the student's conceptual framework, and when mathematics and communication skills are an integral part of instruction."

The Content integration time in the ELA Block deals with integration of science and social studies content to understand key concepts, principles, generalizations, and theories through the integration of the English Language Arts Standards. The Utah Core states: "By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success."

Optimally, this portion of the day involves students reading, writing, listening and speaking about the topics they are learning about in science and social studies instruction time. Teachers can use this time to provide background knowledge and learning activities to prepare their students for their Science/Social Studies instruction. Ideas and resources for integration can be found in your Content Integration Map.

### Scheduling Suggestions

Ideally, the Science and Social Studies block will be schedule back-to-back with the Content Integration time in the ELA block for a fluid flow from building background knowledge in the ELA block to the experiential learning in the Science and Social Studies block.

### Suggested Unit Resources

The resources listed in the maps come mainly from the Utah State Office of Education and are created by Utah teachers.

## 2<sup>nd</sup> Content Integration Scope & Sequence

Pacing	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>Unit Theme</b>	<b>Exploration</b>	<b>Working Together</b>	<b>Creative Ideas</b>	<b>Our Changing World</b>	<b>Responsibility</b>	<b>Traditions</b>
<b>Unit Question</b>	What can we learn from exploring things together?	How can we work together?	What does it mean to be creative?	How do things change? How do they stay the same?	What does it mean to be responsible?	Are traditions and celebrations important in our lives?
<b>Science Core</b>	N/A	<b>Standard 4.1:</b> Relate how external features affect an animal's ability to survive in its environment.	<b>Standard 4.2:</b> Identify basic needs of living things (plants and animals) and their abilities to meet their needs.	<b>Standard 2.1:</b> Describe the characteristics of different rocks. <b>Standard 2.2:</b> Observe and record the recognizable objects and patterns in the night sky.	<b>Standard 2.3:</b> Observe, describe and measure seasonal weather patterns and local variations. <b>Standard 3.1:</b> Communicate observations about falling objects.	<b>Standard 3.2:</b> Compare and contrast how different materials respond to change.
<b>Social Studies Core</b>	<b>Standard 3:</b> Students will use geographic tools and skills to locate and describe places on earth.	<b>Standard 4:</b> Students will explain how the economy meets human needs through the interaction of producers and consumers	<b>Standard 1:</b> Students will recognize and describe how people within their community, state, and nation are both similar and different. <b>Obj. 1:</b> Examine and identify cultural differences within the community.	<b>Standard 1:</b> Students will recognize and describe how people within their community, state, and nation are both similar and different. <b>Obj. 2:</b> Recognize and describe the contributions of different cultural groups in Utah and the nation.	<b>Standard 2:</b> Students will recognize and practice civic responsibility in the community, state, and nation. <b>Obj. 1:</b> Examine civic responsibility and demonstration good citizenship. <b>Obj. 2:</b> Identify individuals within the school community and how they contribute to the school's success.	<b>Standard 2:</b> Students will recognize and practice civic responsibility in the community, state, and nation. <b>Obj. 3:</b> Investigate and show how communities, state, and nation are united by symbols that represent citizenship in our nation.

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### Unit 1: Exploration

#### Reading Street Big Question: What can we learn from exploring things together?

Content	Social Studies	Science
Essential Question	How do signs, symbols and geographic features help me know where I am?	
Content Standards	<p><b>Standard 3: Students will use geographic tools and skills to locate and describe places on earth.</b></p> <p><b>Objective 1: Identify common symbols and physical features of a community, and explain how they affect people's activities in that area.</b></p> <ol style="list-style-type: none"> <li>a. Identify community traffic signs and symbols, and know their meanings (e.g., stop sign, hazard symbols, pedestrian crossing, bike route, recreational, blind or deaf child signs).</li> <li>b. Describe how geographic aspects of the area affect a community and influence culture (e.g., river, mountain, and desert).</li> <li>c. Describe ways in which people have modified the physical environment in a community (e.g., building roads, clearing land for homes, and mining).</li> </ol>	
Essential Vocabulary	traffic sign, modify, environment, map key/legend, continent, ocean, the poles, equator, origin, river, mountain, desert, grid, Utah, United States	
Suggested Unit Resources	UEN Links: Lesson Ideas: <a href="http://www.uen.org/core/socialstudies/second/lesson_ideas.shtml">http://www.uen.org/core/socialstudies/second/lesson_ideas.shtml</a> Websites: <a href="http://www.uen.org/core/socialstudies/second/web.shtml">http://www.uen.org/core/socialstudies/second/web.shtml</a> Lessons and Standards: <a href="http://www.uen.org/core/core.do?courseNum=6020">http://www.uen.org/core/core.do?courseNum=6020</a>	
Explicit Ties to Reading Street	Week 4; Main Selection: A Walk in The Desert Read Aloud Anthology: Exploring the Sahara Read Aloud Anthology: Around One Cactus	
Reading Street Online Readers	The Country and the City (L90) The New Kid in Bali (L460) Country Friends, City Friends (L340) Twelve Groups for the New YearSpecial Chinese Birthdays (L510) Happy Birthday! (L310) A World of Birthdays (L580) Celebrations and Family Traditions (L770) Down on the Ranch (L460) Cowboys (L200)	A Cowboy's Life (L600) Just Like Grandpa (L420) Election Day (L210) Voting Day (L490) Happy New Year! (L380) Down on the Ranch (L460) Cowboys (L200) Living on a Ranch (L550)

N/A

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### Unit 2: Working Together

#### Reading Street Big Question: How can we work together?

Content	Social Studies	Science
Essential Question	In an economy, what ways are people both producers and consumers of goods and services?	How do characteristics of animals help them survive in their environment?
Content Standards	<p><b>Standard 4: Students will explain how the economy meets human needs through the interaction of producers and consumers.</b></p> <p><b>Objective 1 Describe how producers and consumers work together in the making and using of goods and services.</b></p> <ol style="list-style-type: none"> <li>a. Define and explain the difference between producing and consuming.</li> <li>b. Explain ways in which people can be both consumers and producers of goods and services.</li> <li>c. Recognize that people supply goods and services based on what people want.</li> <li>d. Identify examples of technology that people use (e.g., automobiles, computers, telephones).</li> <li>e. Identify how technology affects the way people live (work and play).</li> </ol> <p><b>Objective 2 Describe the choices people make in using goods and services.</b></p> <ol style="list-style-type: none"> <li>a. Explain the goods and services that businesses provide.</li> <li>b. Explain the services that government provides.</li> <li>c. Explain different ways to pay for goods and services (i.e., cash, checks, credit cards).</li> <li>d. Explain how work provides income to purchase goods and services.</li> <li>e. Explain reasons and ways to save money (e.g., to buy a bicycle or MP3 player, piggy bank, bank, credit union, savings account).</li> </ol>	<p><b>Standard 4.1: Relate how external features affect an animal’s ability to survive in its environment.</b></p> <ol style="list-style-type: none"> <li>a. Compare and contrast the characteristics of living things in different habitats.</li> <li>b. Develop, communicate, and justify an explanation as to why a habitat is or is not suitable for a specific organism.</li> <li>c. Create possible explanations as to why some organisms no longer exist, but similar organisms are still alive today.</li> </ol>
Essential Vocabulary	produce, consume, supply, technology, business, government, goods, services, cash, credit card, check, income, purchase, savings account	Characteristics, environment, habitats, justify, compare, contrast, extinct, desert, ocean, rainforest
Suggested Unit Resources	<p>Lesson Ideas:  <a href="http://www.uen.org/core/socialstudies/second/lesson_ideas.shtml">http://www.uen.org/core/socialstudies/second/lesson_ideas.shtml</a>                      Websites: <a href="http://www.uen.org/core/socialstudies/second/web.shtml">http://www.uen.org/core/socialstudies/second/web.shtml</a>                      Lessons and Standards:  <a href="http://www.uen.org/core/core.do?courseNum=6020">http://www.uen.org/core/core.do?courseNum=6020</a></p>	<p>UEN Links:                      K-2 Interactives: <a href="http://www.uen.org/k-2interactives/">http://www.uen.org/k-2interactives/</a>                      Core Academy Handbooks:  <a href="http://schools.utah.gov/CURR/science/Elementary/Second-Grade.aspx">http://schools.utah.gov/CURR/science/Elementary/Second-Grade.aspx</a>                      Lesson Plans: <a href="http://www.uen.org/core/core.do?courseNum=3020">http://www.uen.org/core/core.do?courseNum=3020</a></p>

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<p>Explicit Ties to Reading Street</p>	<p>Unit 2: Scarcity</p>	<p>N/A</p>	
<p>Reading Street Online Readers</p>	<p>Barn Raising (L330)                  What a School Needs (L70)                  Farming Families (L370)                  Many Types of Energy (L760)                  Goods and Services (L600)                  A Few Nifty Inventions (L650)                  Ideas to Inventions (L650)                  Buyers Need Sellers, Sellers Need Buyers (L700)                  The Consumer-Producer Connection (L870)                  Can We Get That Here (L920)                  What is For Dinner? (L670)                  Who Does It, Who Buys It? (L560)                  Technology (L460)                  Technology (L730)                  Technology in our World (L330)                  Technology in The World (L760)</p>	<p>All About Animals (L 320)                  All About Plants (L430)                  Animal Eggs (L680)                  Animal Groups (L510)                  Desert Plants (L640)                  The Earth (L470)                  Growing and Changing (L420)                  How Living Things Grow &amp; Change (L320)                  How Plants &amp; Animals Live Together (L440)                  Nocturnal Animals (L690)                  Plants (L800, L540, L600)                  Plants and Animals (L210, L420)                  All About Animals (L320)                  All Animals Have Life Cycles (L480)                  Amazing Animals (L690)                  Animal Helpers (L810)                  Animal Shelters (L730)                  Busy Beavers (L330, L80)                  The Busy, Lively, Sleepy &amp; Quiet Pond (L370)                  Camping at Crescent Lake (L390)                  The Camping Trip (L510)                  The Case of the Missing Fish (L110)                  Casting Nets (L570)                  Desert Animals (L410)                  Dogs at Work (L360)                  Farming Families (L370)                  Frog Friends (L500)                  Growing Up (L410)</p>	<p>Horse Rescue (L620)                  How a Seed Grows (L270)                  How Can Animals Help (L810)                  How Do Plants Grow? (L400)                  How to Grow Tomatoes (L350)                  Insect or Arachnid (L300)                  It's Alive! (L400)                  Life on the Ranch (L550)                  Living on a Ranch (L550)                  Many Plants, Many Places (L740)                  Plants and Animals in Their Environment (L330)                  Plants Grow Everywhere (L740)                  The Rescue Dogs (L260)                  St. Bernard and Other Working Dogs (L610)                  Sea Turtles at Risk (L760)                  Snakeskin Canyon (L190)                  Special Animal Helpers (L690)                  Too Many Frogs (L280)                  Too Many Rabbit Holes (L110)                  A walk in the Mountains (L410)                  Warm and Fuzzy (L410)                  Who Needs Soil? (L350)                  The Wonderful World of Birds (L740)                  Working Dogs (L360)                  Discovering Plants, Animals &amp; Environments (L490)                  All Animals Have Life Cycles (L480)                  Animal Eggs (L680) Desert Plants (L640)                  Plants &amp; Animals in Their Environments (L330)</p>

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### Unit 3: Reading Street Big Question: What does it mean to be creative?

Content	Social Studies	Science	
Essential Question	How do different cultures make a community better?	How do living things use their environment to meet their needs?	
Content Standards	<p><b>Standard 1: Students will recognize and describe how people within their community, state, and nation are both similar and different.</b></p> <p><b>Objective 1: Examine and identify cultural differences within the community.</b></p> <ol style="list-style-type: none"> <li>Explain the various cultural heritages within their community.</li> <li>Explain ways people respect and pass on their traditions and customs.</li> <li>Give examples of how families in the community borrow customs or traditions from other cultures.</li> </ol>	<p><b>Standard 4.2: Identify basic needs of living things (plants and animals) and their abilities to meet their needs.</b></p> <ol style="list-style-type: none"> <li>Communicate and justify how the physical characteristics of living things help them meet their basic needs.</li> <li>Observe, record and compare how the behaviors and reactions of living things help them meet their basic needs.</li> <li>Identify behaviors and reactions of living things in response to changes in the environment including seasonal changes in temperature and precipitation.</li> </ol>	
Essential Vocabulary	community, tradition, custom, immigrant, celebration, contribution, culture, group, state, nation, place, compare, contrast	Physical characteristics, behaviors, reaction, environment, seasonal, temperature, precipitation	
Suggested Unit Resources	UEN Links: Lesson Ideas: <a href="http://www.uen.org/core/socialstudies/second/lesson_ideas.shtml">http://www.uen.org/core/socialstudies/second/lesson_ideas.shtml</a> Websites: <a href="http://www.uen.org/core/socialstudies/second/web.shtml">http://www.uen.org/core/socialstudies/second/web.shtml</a> Lessons and Standards: <a href="http://www.uen.org/core/core.do?courseNum=6020">http://www.uen.org/core/core.do?courseNum=6020</a>	UEN Links: K-2 Interactives: <a href="http://www.uen.org/k-2interactives/">http://www.uen.org/k-2interactives/</a> Core Academy Handbooks: <a href="http://schools.utah.gov/CURR/science/Elementary/Second-Grade.aspx">http://schools.utah.gov/CURR/science/Elementary/Second-Grade.aspx</a> Lesson Plans: <a href="http://www.uen.org/core/core.do?courseNum=3020">http://www.uen.org/core/core.do?courseNum=3020</a>	
Explicit Ties to Reading Street	N/A	Week 3: Main Selection: Anansi Goes Fishing	
Reading Street Online Readers	Family Histories (L740) Remembering our Pasts (L860) Alike, Different, Together (L510) Granny's Cranberry Sauce	All About Animals (L 320) All About Plants (L430) Animal Eggs (L680) Animal Groups (L510) Desert Plants (L640) The Earth (L470) Growing and Changing (L420) How Living Things Grow & Change (L320) How Plants & Animals Live Together (L440)	Horse Rescue (L620)How a Seed Grows (L270) How Can Animals Help (L810) How Do Plants Grow? (L400) How to Grow Tomatoes (L350) Insect or Arachnid (L300) It's Alive! (L400) Life on the Ranch (L550) Living on a Ranch (L550) Many Plants, Many Places (L740) Plants and Animals in Their

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		<p>Nocturnal Animals (L690)  Plants (L800, L540, L600)  Plants and Animals (L210, L420)  All About Animals (L320)  All Animals Have Life Cycles (L480)  Amazing Animals (L690)  Animal Helpers (L810)  Animal Shelters (L730)  Busy Beavers (L330, L80)  The Busy, Lively, Sleepy &amp; Quiet Pond (L370)  Camping at Crescent Lake (L390)  The Camping Trip (L510)  The Case of the Missing Fish (L110)  Casting Nets (L570)  Desert Animals (L410)  Dogs at Work (L360)  Farming Families (L370)  Frog Friends (L500) Growing Up (L410)</p>	<p>Environment (L330)  Plants Grow Everywhere (L740)  The Rescue Dogs (L260) St. Bernard and Other Working Dogs (L610)  Sea Turtles at Risk (L760)  Snakeskin Canyon (L190)  Special Animal Helpers (L690)  Too Many Frogs (L280)  Too Many Rabbit Holes (L110)  A walk in the Mountains (L410)  Warm and Fuzzy (L410)  Who Needs Soil? (L350)  The Wonderful World of Birds (L740)  Working Dogs (L360)  Discovering Plants, Animals &amp; Environments (L490)  All Animals Have Life Cycles (L480)  Animal Eggs (L680) Desert Plants (L640)  Plants &amp; Animals in Their Environments (L330)</p>
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### Unit 4: Our Changing World

Reading Street Big Question: How do things change? How do they stay the same?

Content	Social Studies	Science		
Essential Question	How do the contributions of cultures in Utah and our nation make it a better place to live?	How do we use characteristics and composition of rocks to sort and identify them?  What are the recognizable objects and patterns in the night sky?		
Content Standards	<p><b>Standard 1: Students will recognize and describe how people within their community, state, and nation are both similar and different.</b></p> <p><b>Objective 2: Recognize and describe the contributions of different cultural groups in Utah and the nation.</b></p> <ol style="list-style-type: none"> <li>Identify various cultural groups within the state and the nation.</li> <li>Describe contributions of cultural groups to our state and nation.</li> <li>Explain ways American Indians and immigrants have shaped both Utah's and America's culture (e.g., names of places, food, customs, celebrations).</li> <li>Compare and contrast elements of two or more cultures within the state and nation (e.g., language, food, clothing, shelter, traditions, and celebrations).</li> </ol>	<p><b>Standard 2.1: Describe the characteristics of different rocks.</b></p> <ol style="list-style-type: none"> <li>Explain how smaller rocks come from the breakage and weathering of larger rocks.</li> <li>Describe rocks in terms of their parts (e.g. crystals, grains, cement)</li> <li>Sort rocks based upon color, harness, texture, layering, particle size and type (i.e. igneous, metamorphic, sedimentary)</li> </ol> <p><b>Standard 2.2: Observe and record the recognizable objects and patterns in the night sky.</b></p> <ol style="list-style-type: none"> <li>Observe, describe, and record patterns in the appearance and apparent motion of the moon in the night sky.</li> <li>Observe and describe the number, arrangement and color/brightness of stars in the night sky.</li> </ol>		
Essential Vocabulary	community, tradition, custom, immigrant, celebration, contribution, culture, group, state, nation, place, compare, contrast	Characteristics, weathering, texture, layering, particle, data, conclusions, properties, arrangement, patterns, location, variations, constellations, moon phases		
Suggested Unit Resources	UEN Links: Lesson Ideas: <a href="http://www.uen.org/core/socialstudies/second/lesson_ideas.shtml">http://www.uen.org/core/socialstudies/second/lesson_ideas.shtml</a> Websites: <a href="http://www.uen.org/core/socialstudies/second/web.shtml">http://www.uen.org/core/socialstudies/second/web.shtml</a> Lessons and Standards: <a href="http://www.uen.org/core/core.do?courseNum=6020">http://www.uen.org/core/core.do?courseNum=6020</a>	UEN Links: K-2 Interactives: <a href="http://www.uen.org/k-2interactives/">http://www.uen.org/k-2interactives/</a> Core Academy Handbooks: <a href="http://schools.utah.gov/CURR/science/Elementary/Second-Grade.aspx">http://schools.utah.gov/CURR/science/Elementary/Second-Grade.aspx</a> Lesson Plans: <a href="http://www.uen.org/core/core.do?courseNum=3020">http://www.uen.org/core/core.do?courseNum=3020</a>		
Explicit Ties to Reading Street	Week 4 Main Selection: The Night the Moon Fell	Week 3 Main Selection: Soil Week 5 Sing With Me Big Book Audio: Changing Conditions Week 5 Main Selection: The First Tortilla Week 5 Read Aloud Anthology: Twisters Paired Selection: Wind		
Reading Street Online Readers	Changing Communities (L460) Communities All Over (L500) Communities: Alike and Different (L700)	Twelve Groups for the New Year Special Chinese Birthdays (L510) Happy Birthday! (L310) A World of Birthdays (L580)	Blizzard (L250) All Kinds of Weather (L130) Hurricanes! (L910) Earthquake! (G2)	How Clouds are Made (L580) In the Dry Desert (L720) Watch Out (L460) How to Measure Weather (L480)

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<p>Our Communities (L320)          Family Histories (L740)          The International Food Fair (L560)          Meet Our Families (L510)          Remembering Our Pasts (L860)          A Special Festival (L490)          A World of Birthdays (L580)          Windows to the Past (L950)          The Country and the City (L90)          The New Kid in Bali (L460)          Country Friends, City Friends (L340)</p>	<p>Celebrations and Family Traditions (L770)          Down on the Ranch (L460)          Cowboys (L200)          A Cowboy's Life (L600)          Just Like Grandpa (L420)          Election Day (L210)          Voting Day (L490)          Happy New Year! (L380)          Down on the Ranch (L460)          Cowboys (L200)          Living on a Ranch (L550)</p>	<p>A Walk in the Mountains (L410)          Exploring Forces in Motion (L620)          Forces and Motion (L760)          Explore the Galaxy (L630)          Look at Our Galaxy (L630)          Blizzard (L250)          Earth's Weather (L590)          Earth's Weather &amp; Seasons (L170)          Here Comes a Storm (L720)</p>	<p>Rocks and Soil (L410)          Rocks and Soil Around Us (L490)          Crystals and Gems (L590)          Dinosaur Fossils (L670)          Fossils and Dinosaurs (L330)          The Earth (L470)          Earth's Land, Air and Water (L390)</p>
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### Unit 5: Responsibility

#### Reading Street Big Question: What does it mean to be responsible?

Content	Social Studies	Science
Essential Question	How can I be a good citizen?	In what ways do weather patterns change from season to season? Do heavier objects fall at the same rate as lighter objects?
Content Standards	<p><b>Standard 2: Students will recognize and practice civic responsibility in the community, state, and nation.</b></p> <p><b>Objective 1: Examine civic responsibility and demonstrate good citizenship.</b></p> <ol style="list-style-type: none"> <li>Describe characteristics of being a good citizen through the examples of historic figures and ordinary citizens.</li> <li>Explain the benefits of being a U.S. citizen (e.g., responsibilities, freedoms, opportunities, and the importance of voting in free elections).</li> <li>Identify and participate in a local civic activity. (e.g. community cleanup, recycling, walkathons, voting).</li> <li>Identify state and national activities (e.g., voting, Pledge of Allegiance, holidays).</li> </ol> <p><b>Objective 2: Identify individuals within the school community and how they contribute to the school's success.</b></p> <ol style="list-style-type: none"> <li>Identify the roles that people have in the school and explain the importance of each member.</li> <li>Demonstrate respect for the school and the school community.</li> </ol>	<p><b>Standard 2.3: Observe, describe and measure seasonal weather patterns and local variations.</b></p> <ol style="list-style-type: none"> <li>Compare and contrast the seasonal weather patterns during the school year.</li> <li>Analyze and interpret data such as temperatures in different locations and different times.</li> </ol> <p><b>Standard 3.1: Communicate observations about falling objects.</b></p> <ol style="list-style-type: none"> <li>Observe falling objects and identify things that prevent them from reaching the ground.</li> <li>Communicate observations that similar objects of varying masses fall at the same rate.</li> </ol>
Essential Vocabulary	vote, election, recycle, holiday, respect, community, Memorial Day, Independence Day, Thanksgiving, city hall, courthouse, state capitol, Utah State Constitution, flag, Declaration of Independence, U.S. Constitution, national capitol, national monuments, citizen, civic	Seasonal, variations, analyze, interpret, temperature, precipitation, thermometer, rain gauge, weather vane, data, conclusions, location, patterns Communicate, observations, identify, demonstrate, investigate, data, conclusions, motion, weightlessness, prevent, various
Suggested Unit Resources	<p>UEN Links: Lesson Ideas: <a href="http://www.uen.org/core/socialstudies/second/lesson_ideas.shtml">http://www.uen.org/core/socialstudies/second/lesson_ideas.shtml</a> Websites: <a href="http://www.uen.org/core/socialstudies/second/web.shtml">http://www.uen.org/core/socialstudies/second/web.shtml</a> Lessons and Standards: <a href="http://www.uen.org/core/core.do?courseNum=6020">http://www.uen.org/core/core.do?courseNum=6020</a></p>	<p>UEN Links: K-2 Interactives: <a href="http://www.uen.org/k-2interactives/">http://www.uen.org/k-2interactives/</a> Core Academy Handbooks: <a href="http://schools.utah.gov/CURR/science/Elementary/Second-Grade.aspx">http://schools.utah.gov/CURR/science/Elementary/Second-Grade.aspx</a> Lesson Plans: <a href="http://www.uen.org/core/core.do?courseNum=3020">http://www.uen.org/core/core.do?courseNum=3020</a></p>

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<p style="text-align: center;">Explicit Ties to Reading Street</p>	<p>Week 1: Main Selection: Firefighter Sing Along: The Firefighting Team Read Aloud Anthology: Ahmed, the Boab's Son</p> <p>Week 2: Main Selection: Carl The Complainer Sing Along: Oh What Can we Do Read Aloud Anthology: Bringing Back Salmon</p> <p>Week 3: Main Selection: Bad Dog Dodger</p> <p>Week 4: Main Selection: Horace and Morris, But Mostly Dolores Sing Along: Friendships Read Aloud Anthology: Eat Your Vegetables</p>		<p>N/A</p>
<p style="text-align: center;">Reading Street Online Readers</p>	<p>Everyone Can Make a Difference! (L680) Taking Care of the Earth (L730) You Can Make A Difference! (L680) Winter Holidays (L690) Our School Science Fair (L580) Help From a Friend (L130) Dotty's Art (L520) Maggie's New Sidekick (L690) Let's Send a Letter! (L 500) How I Feel (L180) Living in Seoul (L480) Communicating...Then and Now (L740) Ana is Shy (L320) Good Ideas! (L220) The International Food Fair (L560) Hank's Tortilla Factory (L650) Where is Fish? (L250) We Make Soup! (L100) (L350) Showing Good Manners (L550) Saint Bernards and Other Working Dogs (L610) Service Workers (G2) Who Helps on Your Street? (L210)</p>	<p>Keeping Our Community Safe (L730) Services and Goods (L600) What Can You Do? (L620) Helping Our World (L300) Annie Makes a Big Change (L730) A Vet for All Animals (L710) Sally and The Wild Puppy(L500) Our Dog Buster (L280) Training Peanut (L540) Join an Adventure Club (L370) Neighbors Help Neighbors (L90) Everyone Can Make a Difference (L680) Protect the Earth (L730) Andrew's Mistake (L260) I Follow the Rules (L140) Freda the Signmaker (L250) Marty's Summer Job (L510) America's Birthday (L430) Flag Day (L220) America Revolution Heroes (L600) Living in a Democracy (L650)</p>	<p>Blizzard (L250) All Kinds of Weather (L130) Hurricanes! (L910) Earthquake! (G2) A Walk in the Mountains (L410) Exploring Forces in Motion (L620) Forces and Motion (L760) Explore the Galaxy (L630) Look at Our Galaxy (L630) Earth's Weather (L590) Earth's Weather &amp; Seasons (L170) Here Comes a Storm (L720) How Clouds are Made (L580) In the Dry Desert (L720) Watch Out (L460) How to Measure Weather (L480) Rocks and Soil (L410) Rocks and Soil Around Us (L490) Crystals and Gems (L590) Dinosaur Fossils (L670) Fossils and Dinosaurs (L330) The Earth (L470) Earth's Land, Air and Water (L390)</p>

## 2<sup>nd</sup> Content Integration

### Unit 6: Traditions

#### Reading Street Big Question: Are traditions and celebrations important in our lives?

Content	Social Studies	Science								
Essential Question	How do symbols unite the people they represent?	How can I tell if matter has undergone a physical change? In what ways can one form of matter be converted to another?								
Content Standards	<p><b>Standard 2: Students will recognize and practice civic responsibility in the community, state, and nation.</b></p> <p><b>Objective 3: Investigate and show how communities, state, and nation are united by symbols that represent citizenship in our nation.</b></p> <ol style="list-style-type: none"> <li>a. Explain the significance of various community, state, and national celebrations (e.g., Memorial Day, Independence Day, and Thanksgiving).</li> <li>b. Identify community and state symbols, documents and landmarks (e.g., city hall, county courthouse, state capitol, Utah State Constitution, flag, holidays).</li> <li>c. Identify and explain the significance of various national symbols, documents, and landmarks (e.g., Declaration of Independence, Constitution, flag, Pledge of Allegiance, national monuments, national capitol building).</li> </ol>	<p><b>Standard 3.2: Compare and contrast how different materials respond to change.</b></p> <ol style="list-style-type: none"> <li>a. Model physical changes of various materials.</li> <li>b. Investigate and provide evidence that matter is not destroyed or created through changes.</li> </ol>								
Essential Vocabulary	vote, election, recycle, holiday, respect, community, Memorial Day, Independence Day, Thanksgiving, city hall, courthouse, state capitol, Utah State Constitution, flag, Declaration of Independence, U.S. Constitution, national capitol, national monuments, citizen, civic	Demonstrate, physical, matter, data, conclusions, investigate, mass								
Suggested Unit Resources	<p>UEN Links: Lesson Ideas: <a href="http://www.uen.org/core/socialstudies/second/lesson_ideas.shtml">http://www.uen.org/core/socialstudies/second/lesson_ideas.shtml</a> Websites: <a href="http://www.uen.org/core/socialstudies/second/web.shtml">http://www.uen.org/core/socialstudies/second/web.shtml</a> Lessons and Standards: <a href="http://www.uen.org/core/core.do?courseNum=6020">http://www.uen.org/core/core.do?courseNum=6020</a></p>	<p>UEN Links: K-2 Interactives: <a href="http://www.uen.org/k-2interactives/">http://www.uen.org/k-2interactives/</a> Core Academy Handbooks: <a href="http://schools.utah.gov/CURR/science/Elementary/Second-Grade.aspx">http://schools.utah.gov/CURR/science/Elementary/Second-Grade.aspx</a> Lesson Plans: <a href="http://www.uen.org/core/core.do?courseNum=3020">http://www.uen.org/core/core.do?courseNum=3020</a></p>								
Explicit Ties to Reading Street	Week 2: Main Selection: Red, White and Blue: The Story of the American Flag Read Aloud Anthology: Uncle Sam and Old Glory	N/A								
Reading Street Online Readers	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Everyone Can Make a Difference! (L680)</td> <td style="width: 50%;">Keeping Our Community Safe (L730)</td> </tr> <tr> <td>Taking Care of the Earth (L730)</td> <td>Services and Goods (L600)</td> </tr> <tr> <td>You Can Make A Difference! (L680)</td> <td>What Can You Do? (L620)</td> </tr> <tr> <td></td> <td>Helping Our World (L300)</td> </tr> </table>	Everyone Can Make a Difference! (L680)	Keeping Our Community Safe (L730)	Taking Care of the Earth (L730)	Services and Goods (L600)	You Can Make A Difference! (L680)	What Can You Do? (L620)		Helping Our World (L300)	Matter (L460) Properties of Matter (L2100) Air is Everywhere (L600)
Everyone Can Make a Difference! (L680)	Keeping Our Community Safe (L730)									
Taking Care of the Earth (L730)	Services and Goods (L600)									
You Can Make A Difference! (L680)	What Can You Do? (L620)									
	Helping Our World (L300)									

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	<p>Winter Holidays (L690)          Our School Science Fair (L580)          Help From a Friend (L130)          Dotty's Art (L520)          Maggie's New Sidekick (L690)          Let's Send a Letter! (L 500)          How I Feel (L180)          Living in Seoul (L480)          Communicating...Then and Now (L740)          Ana is Shy (L320)          Good Ideas! (L220)          The International Food Fair (L560)          Hank's Tortilla Factory (L650)          Where is Fish? (L250)          We Make Soup! (L100) (L350)          Showing Good Manners (L550)          Saint Bernards and Other Working Dogs (L610)          Service Workers (G2)          Who Helps on Your Street? (L210)</p>	<p>Annie Makes a Big Change (L730)          A Vet for All Animals (L710)          Sally and The Wild Puppy(L500)          Our Dog Buster (L280)          Training Peanut (L540)          Join an Adventure Club (L370)          Neighbors Help Neighbors (L90)          Everyone Can Make a Difference (L680)          Protect the Earth (L730)          Andrew's Mistake (L260)          I Follow the Rules (L140)          Freda the Signmaker (L250)          Marty's Summer Job (L510)          America's Birthday (L430)          Flag Day (L220)          America Revolution Heroes (L600)          Living in a Democracy (L650)</p>	
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**Hess' Cognitive Rigor Matrix & Curricular Examples:** Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions – *Math/Science*

<b>Revised Bloom's Taxonomy</b>	<b>Webb's DOK Level 1 Recall &amp; Reproduction</b>	<b>Webb's DOK Level 2 Skills &amp; Concepts</b>	<b>Webb's DOK Level 3 Strategic Thinking/ Reasoning</b>	<b>Webb's DOK Level 4 Extended Thinking</b>
<b>Remember</b> Retrieve knowledge from long-term memory, recognize, recall, locate, identify	<ul style="list-style-type: none"> <li>Recall, observe, &amp; recognize facts, principles, properties</li> <li>Recall/ identify conversions among representations or numbers (e.g., customary and metric measures)</li> </ul>			
<b>Understand</b> Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion (such as from examples given), predict, compare/contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> <li>Evaluate an expression</li> <li>Locate points on a grid or number on number line</li> <li>Solve a one-step problem</li> <li>Represent math relationships in words, pictures, or symbols</li> <li>Read, write, compare decimals in scientific notation</li> </ul>	<ul style="list-style-type: none"> <li>Specify and explain relationships (e.g., non-examples/examples; cause-effect)</li> <li>Make and record observations</li> <li>Explain steps followed</li> <li>Summarize results or concepts</li> <li>Make basic inferences or logical predictions from data/observations</li> <li>Use models /diagrams to represent or explain mathematical concepts</li> <li>Make and explain estimates</li> </ul>	<ul style="list-style-type: none"> <li>Use concepts to solve <u>non-routine</u> problems</li> <li>Explain, generalize, or connect ideas <u>using supporting evidence</u></li> <li>Make <u>and justify</u> conjectures</li> <li>Explain thinking when more than one response is possible</li> <li>Explain phenomena in terms of concepts</li> </ul>	<ul style="list-style-type: none"> <li>Relate mathematical or scientific concepts to other content areas, other domains, or other concepts</li> <li>Develop generalizations of the results obtained and the strategies used (from investigation or readings) and apply them to new problem situations</li> </ul>
<b>Apply</b> Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	<ul style="list-style-type: none"> <li>Follow simple procedures (recipe-type directions)</li> <li>Calculate, measure, apply a rule (e.g., rounding)</li> <li>Apply algorithm or formula (e.g., area, perimeter)</li> <li>Solve linear equations</li> <li>Make conversions among representations or numbers, or within and between customary and metric measures</li> </ul>	<ul style="list-style-type: none"> <li>Select a procedure according to criteria and perform it</li> <li>Solve routine problem applying multiple concepts or decision points</li> <li>Retrieve information from a table, graph, or figure and use it solve a problem requiring multiple steps</li> <li>Translate between tables, graphs, words, and symbolic notations (e.g., graph data from a table)</li> <li>Construct models given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Design investigation for a specific purpose or research question</li> <li>Conduct a designed investigation</li> <li>Use concepts to solve non-routine problems</li> <li><u>Use &amp; show reasoning, planning, and evidence</u></li> <li>Translate between problem &amp; symbolic notation when not a direct translation</li> </ul>	<ul style="list-style-type: none"> <li>Select or devise approach among many alternatives to solve a problem</li> <li>Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results</li> </ul>
<b>Analyze</b> Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct	<ul style="list-style-type: none"> <li>Retrieve information from a table or graph to answer a question</li> <li>Identify whether specific information is contained in graphic representations (e.g., table, graph, T-chart, diagram)</li> <li>Identify a pattern/trend</li> </ul>	<ul style="list-style-type: none"> <li>Categorize, classify materials, data, figures based on characteristics</li> <li>Organize or order data</li> <li>Compare/ contrast figures or data</li> <li>Select appropriate graph and organize &amp; display data</li> <li>Interpret data from a simple graph</li> <li>Extend a pattern</li> </ul>	<ul style="list-style-type: none"> <li>Compare information within or across data sets or texts</li> <li>Analyze and <u>draw conclusions from data, citing evidence</u></li> <li>Generalize a pattern</li> <li>Interpret data from complex graph</li> <li>Analyze similarities/differences between procedures or solutions</li> </ul>	<ul style="list-style-type: none"> <li>Analyze multiple sources of evidence</li> <li>analyze complex/abstract themes</li> <li>Gather, analyze, and evaluate information</li> </ul>
<b>Evaluate</b> Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			<ul style="list-style-type: none"> <li><u>Cite evidence and develop a logical argument</u> for concepts or solutions</li> <li>Describe, compare, and contrast solution methods</li> <li><u>Verify reasonableness of results</u></li> </ul>	<ul style="list-style-type: none"> <li>Gather, analyze, &amp; evaluate information to draw conclusions</li> <li>Apply understanding in a novel way, provide argument or justification for the application</li> </ul>
<b>Create</b> Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, construct, produce	<ul style="list-style-type: none"> <li>Brainstorm ideas, concepts, or perspectives related to a topic</li> </ul>	<ul style="list-style-type: none"> <li>Generate conjectures or hypotheses based on observations or prior knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>Synthesize information within one data set, source, or text</li> <li>Formulate an original problem given a situation</li> <li>Develop a scientific/mathematical model for a complex situation</li> </ul>	<ul style="list-style-type: none"> <li>Synthesize information across multiple sources or texts</li> <li>Design a mathematical model to inform and solve a practical or abstract situation</li> </ul>