

Jay Curriculum: Unit Cover Page

Unit title: Fossils and Dinosaurs

Grade Level: 2

Content Area(s): Science

Date Created:

Designed By: Jay Second Grade Teachers

Year 1 Map & Template Development

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

Year 2 Piloting

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

Year 3 Review & Complete Assessment

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

- A2 Describe characteristics of different living things
- A4 Design and describe a classification system for objects
- B1 Identify ways that organisms depend upon their environment
- B2 Describe how almost all animals' food can be traced back to plants
- B4 Describe different ecological systems on earth
- C1 Demonstrate that living things are made up of different parts
- C2 Demonstrate an understanding that plants and animals need food, water, and gases to survive
- D1 Explain how fossils show the existence of past life
- D2 Identify characteristics that help organisms live in their environment
- E1 Show that large things are made up of smaller pieces
- E2 Describe some physical properties of objects
- K4 Participate in brainstorming activities
- K5 Use various forms of simple logic
- L1 Describe and compare things in terms of number, shape, texture, size, weight, color, and behavior
- L3 Ask clarifying questions
- L4 Explain problem-solving processes using verbal, pictorial and written methods
- L5 Make and read simple graphs
- L6 Use objects and pictures to represent scientific and technological ideas
- M1 Describe how legends, stories, and scientific explanations are different ways in which people attempt to explain the world

Unit: Fossils and Dinosaurs

Brief Summary of Unit/Topic

Summary:

In the Fossils/Dinosaur unit students will learn about the phenomenon of life long ago. Through the study of fossils students will develop an understanding of life on earth millions of years ago. Students will identify various dinosaurs that ruled the earth and their relationship to present day animals. Students will investigate various dinosaurs that ruled the earth and their relationship to present day animals. Students will investigate various theories of extinction.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

- Fossils tell of life long ago
- Dinosaurs ruled for millions of years
- Various theories of extinction

Students will know:

- Fossils tell of life long ago
- Dinosaurs ruled the earth millions of years before humans
- The earth's environment impacted the dinosaur's development and their extinction
- Dinosaurs were divided into 2 main groups – plant eaters and meat eaters

Students will be able to:

- Observe, records, and organize data
- Graph observations and analyze them
- Integrate information with other curriculum areas and analyze it
- Read scientific material through literature and technology
- Communicate ideas through webbing, drawings, and discussions

Enduring Understanding/s:

- Through the study of fossils we know what life was like long ago
- Dinosaurs were on the earth long before humans
- Dinosaurs ruled the earth for millions of years

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

| Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> . | <i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2 | <u>Modalities</u> K =Kinesthetic O =oral V =visual W =written | Are <u>examples</u> available to students? ? Y, N, or N/A | Component of Local Assessment System? Y or N (See aligned scoring guide .) |
|--|---|---|--|---|
| Discuss and explain how fossils tell of life long ago | A1, A4, C1, D1, E1, E2, L2, L6 | | | |
| Identify and describe specific dinosaurs that ruled the earth millions of years before humans | B4, K5, L3, L5 | | | |
| Explain and record characteristics of dinosaurs | A2, B5, D2, L1 | | | |
| Investigate the theories of extinction | B1, B2, K4, L4, M1 | | | |
| QUIZZES, TESTS, PROMPTS | | | | |
| Fossils Sequence Test | | | | |
| Dinosaur test | | | | |
| OTHER | | | | |
| Journal writing | | | | |
| Class generated rubric for classifying meat eaters vs. plant eaters | | | | |
| STUDENT SELF ASSESSMENT | | | | |
| Journal Writing | | | | |

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

1. Introductory story and video – “Digging Up Dinosaurs”
2. Introduction of key vocabulary words
3. Fossil kit
4. Read and discuss appropriate literature
5. Create posters, murals, and diagrams
6. Computer technology for research
7. Categorize specific dinosaurs – plant eater vs. meat eater
8. Graph dinosaurs
9. Discuss and brainstorm theories of extinction
10. Measurement activities
11. Creative writing
12. Map and globe work

REFERENCES: