

Jay Curriculum: Unit Cover Page

Unit title: Reptiles

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
- 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 gasses to survive
- D2 Identify characteristics that help organisms live in their environment
- K3 Make observations
- 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

Unit: Reptiles

Brief Summary of Unit/Topic

Summary:

In this unit students will be introduced to the different groups of reptiles. They will investigate the characteristics of each group. Students will develop an understanding of how reptiles interact with their environment – especially through the seasons.

Stage #1: Identify Desired Results

Essential Question/s:

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

- There are different groups of reptiles
- Reptiles have certain characteristics
- Some members of the reptile family hibernate.

Students will know:

- Reptiles are one classification in the animal kingdom
- There are 4 major groups of reptiles – snakes, lizards, turtles, alligators, and crocodiles
- Each group of reptiles have their own characteristics
- Reptiles interact in different ways to their surroundings

Students will be able to:

- Observe, interpret and read data
- Do research via the library and computer
- Compare and contrast characteristics of reptiles
- Create and analyze graphs
- Extract information from science materials

Enduring Understanding/s:

- Reptiles are one group of animals in the animal kingdom
- This group has their own unique characteristics.

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 .)
Through the use of books and posters students will understand there are 4 groups of reptiles	D4; K3			
Students will explain and discuss the characteristics of reptiles	A2; C1; K4; L1, 4			
Recognize how reptiles interact with their environment	B1,2,3,4; C2; D2; K5; L3			
QUIZZES, TESTS, PROMPTS				
Reptile test				
OTHER				
Computer reports				
Student illustrations				
Day to day observations				
STUDENT SELF ASSESSMENT				
Journal writing				
Story 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):

*All materials found in kits

1. Introductory story or video
2. Introduction of key vocabulary words
3. Read and discuss appropriate literature
4. Brainstorming and discussions
5. Graphing of various information
6. Journal writing
7. Design pictorial charts
8. Watch appropriate videos
9. Compare and contrast characteristics
10. Use computers for research and reporting
11. Discuss influence of season on some reptiles
12. Appropriate speakers whenever possible (Chewonki group)

REFERENCES: