

PHILOSOPHY OF INSTRUCTION:

The Eugene School District recognizes the importance of science as an essential part of each student’s educational experience. 4j science engages K-12 students’ curiosity to think critically about relevant and authentic science and engineering practices in the evolving global community.

If our students are to live successfully in the future, they must become scientifically literate. Scientific literacy enables people to use scientific principles and processes in making personal and public decisions and to participate in discussions of scientific issues that affect society. A sound grounding in science strengthens many of the skills that people use every day such as solving problems creatively, thinking critically, working cooperatively in teams, using technology effectively, and valuing lifelong learning. To accomplish scientific literacy in every course offered, instruction will reflect the following:

- Develop inquiry-based, scientific reasoning, and critical thinking skills.
- Extend problem-solving skills using scientific methods.
- Include lab-based experiences.
- Strengthen positive attitudes about science.
- Follow a logical progression between grade levels.
- Provide relevant connections to personal and societal issues and events.
- Design and evaluate engineering solutions to real-world problems

SCOPE AND SEQUENCE

| TRIMESTER 1 September - December | TRIMESTER 2 January - March | TRIMESTER 3 April - June |
|---|--|---|
| <p>Earth Science</p> <ul style="list-style-type: none"> ● First Rocks ● River Rocks ● Using Rocks ● Soil and Water | <p>Physical Science</p> <ul style="list-style-type: none"> ● Solids ● Liquids ● Bits and Pieces ● Solids, Liquids and Water | <p>Life Science</p> <ul style="list-style-type: none"> ● Mealworms ● Brassica Seeds ● Milkweed Bugs ● Silkworms ● Butterflies |

KEY CONCEPTS

Earth Science (Pebbles, Sand and Silt) - Students engage with the anchor phenomenon of earth materials that cover the planet’s surface. They observe the properties of rocks of various sizes and study the components of soil, study the results of weathering and erosion, locate natural sources of water, and determine how to represent the shapes and kinds of land and bodies of water on Earth. The guiding questions are what are the properties of earth materials? and how do they interact and change?

Physical Science (Solids and Liquids) - This module provides grade 2 students with physical sciences core ideas dealing with matter and its interactions and engineering design. The anchor phenomenon for this module is matter in two of its phases—solid and liquid. The guiding questions for the module are how are solid and liquid materials similar and different? and how do the properties of solid and liquid materials relate to how they can be used and how they can change?

Life Science (Insects and Plants) - In order to provide young students with in-depth opportunities to experience the biodiversity on Earth, they will become naturalists and study insects and plants in and out of their classroom. The anchor phenomenon for this module is the natural history of common insects and their interactions with plants. The guiding question for this module is what is the natural history of some plants and animals in different habitats?

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| Physical Science <ul style="list-style-type: none"> ● Solids ● Liquids ● Bits and Pieces ● Solids, Liquids and Water | Earth Science <ul style="list-style-type: none"> ● First Rocks ● River Rocks ● Using Rocks ● Soil and Water | Life Science <ul style="list-style-type: none"> ● Mealworms ● Brassica Seeds ● Milkweed Bugs ● Silkworms ● Butterflies |

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