

GRADE 2 – INSECTS - STANDARD ALIGNMENT

SEGUNDO GRADO – INSECTOS – ALINEACIÓN ESTÁNDAR

Investigation 1: Mealworms

Lessons and Objective Question(s)	Strand and Concepts	Performance Objective
<p>Trade Book: <i>What Is A Scientist?</i></p> <p>LESSON OBJECTIVE QUESTION</p> <ul style="list-style-type: none"> • What do scientists do? • How can you work like a scientist? 	<p>(2-S2-C2) Understand how science is a process for generating knowledge.</p>	<p>No performance objectives at this grade level</p>
<p>Part 1: Mealworms</p> <p>LESSON OBJECTIVE QUESTION</p> <ul style="list-style-type: none"> • What do insects need? • What are the structures and behavior of mealworms? <p>PREGUNTA DEL OBJETIVO DE LA LECCIÓN</p> <ul style="list-style-type: none"> • ¿Qué necesitan los insectos? • ¿Cuáles son las estructuras y los comportamientos de los gusanos de la harina? 	<p>(2-S1-C1) Observe, ask questions, and make predictions.</p> <p>(2-S1-C2) Participate in planning and conducting investigations, and recording data.</p> <p>(2-S1-C3) Organize and analyze data; compare to predictions.</p>	<p>(2-S1-C1) PO1 Formulate relevant questions about the properties of objects, organisms, and events in the environment. (See M02-S2C1-01)</p> <p>(2-S1-C1) PO2 Predict the results of an investigation (e.g., in animal life cycles, phases of matter, the water cycle).</p> <p>(2-S1-C2) PO1 Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry.</p> <p>(2-S1-C2) PO2 Participate in guided investigations in life, physical, and earth and space sciences.</p> <p>(2-S1-C2) PO3 Use simple tools such as rulers, thermometers, magnifiers, and balances to collect data (U.S. customary units). (See M02-S4C4-06)</p> <p>(2-S1-C2) PO4 Record data from guided investigations in an organized and appropriate format (e.g., lab book, log, notebook, chart paper).(See W-F4-01)</p> <p>(2-S1-C3) PO1 Organize data using graphs (i.e., pictograph, tally chart), tables, and journals. (See M02-S2C1-02)</p> <p>(2-S1-C3) PO2 Construct reasonable explanations of observations on the basis of data obtained (e.g., Based on the data, does this make sense? Could this really happen?). (See M02-S2C1-04)</p>

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	<p>(2-S1-C4) Communicate results of investigations.</p> <p>(2-S4-C1) Understand that basic structures in plants and animals serve a function.</p> <p>(2-S4-C3) Understand the relationships among various organisms and their environment.</p>	<p>(2-S1-C3) PO3 Compare the results of the investigation to predictions made prior to the investigation. (See M02-S2C2-05)</p> <p>(2-S1-C3) PO4 Generate questions for possible future investigations based on the conclusions of the investigation.</p> <p>(2-S1-C4) PO1 Communicate the results and conclusions of an investigation (e.g., verbal, drawn, or written). (See M02-S2C1-02 and W-F5-01)</p> <p>(2-S1-C4) PO2 Communicate with other groups to describe the results of an investigation. (See LS-F1)</p> <p>(2-S4-C1) PO1 Identify animal structures that serve different functions (e.g., sensory, defense, locomotion).</p> <p>No performance objectives at this grade level</p>
<p>Part 2: Larva, Pupa, Adult</p> <p>LESSON OBJECTIVE QUESTION</p> <ul style="list-style-type: none"> • How do mealworms grow and change? • What are the structures and behavior of mealworm larvae, pupae, and adults? <p>PREGUNTA DEL OBJETIVO DE LA LECCIÓN</p> <ul style="list-style-type: none"> • ¿Cómo crecen y cambian los gusanos de la harina? • ¿Cuáles son las estructuras y los 	<p>(2-S1-C1) Observe, ask questions, and make predictions.</p> <p>(2-S1-C2) Participate in planning and conducting investigations, and recording data.</p> <p>(2-S1-C3) Organize and analyze data; compare to predictions.</p>	<p>(2-S1-C1) PO1 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C1) PO2 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C2) PO1 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C2) PO2 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C2) PO3 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C2) PO4 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C3) PO1 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C3) PO2 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C3) PO3 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C3) PO4 See investigation 1, Part 1 for verbiage.</p>

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<p>comportamientos de la larva, la ninfa, y los adultos de los gusanos de la harina?</p> <p><i>Science Story: So Many Kinds, So Many Places</i></p>	<p>(2-S1-C4) Communicate results of investigations.</p> <p>(2-S4-C2) Understand the life cycles of plants and animals.</p> <p>(2-S3-C1) Describe the interactions between human populations, natural hazards, and the environment.</p> <p>(2-S4-C1) Understand that basic structures in plants and animals serve a function.</p>	<p>(2-S1-C4) PO1 See investigation 1, Part 1 for verbiage. (2-S1-C4) PO2 See investigation 1, Part 1 for verbiage.</p> <p>(2-S4-C2) PO1 Describe the life cycles of various insects.</p> <p style="color: green;">No performance objectives at this grade level</p> <p>(2-S4-C1) PO1 Identify animal structures that serve different functions (e.g., sensory, defense, locomotion).</p>
<p>Part 3: Life Cycle</p> <p>LESSON OBJECTIVE QUESTION</p> <ul style="list-style-type: none"> • How do new mealworms begin? • What is the mealworm’s life cycle? <p>PREGUNTA DEL OBJETIVO DE LA LECCIÓN</p> <ul style="list-style-type: none"> • ¿Cuál es el origen de los nuevos gusanos de la harina? • ¿Cuál es el ciclo de vida de un gusano de la harina? 	<p>(2-S1-C1) Observe, ask questions, and make predictions.</p> <p>(2-S1-C2) Participate in planning and conducting investigations, and recording data.</p> <p>(2-S1-C3) Organize and analyze data; compare to predictions.</p> <p>(2-S1-C4) Communicate results of investigations.</p> <p>(2-S4-C2) Understand the life cycles of plants and animals.</p>	<p>(2-S1-C1) PO1 See investigation 1, Part 1 for verbiage. (2-S1-C1) PO2 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C2) PO1 See investigation 1, Part 1 for verbiage. (2-S1-C2) PO2 See investigation 1, Part 1 for verbiage. (2-S1-C2) PO3 See investigation 1, Part 1 for verbiage. (2-S1-C2) PO4 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C3) PO1 See investigation 1, Part 1 for verbiage. (2-S1-C3) PO2 See investigation 1, Part 1 for verbiage. (2-S1-C3) PO3 See investigation 1, Part 1 for verbiage. (2-S1-C3) PO4 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C4) PO1 See investigation 1, Part 1 for verbiage. (2-S1-C4) PO2 See investigation 1, Part 1 for verbiage.</p> <p>(2-S4-C2) PO1 Describe the life cycles of various insects.</p>

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Investigation 2: Milkweed Bugs

Lessons and Objective Question(s)	Strand and Concepts	Performance Objective
<p>Part 1: Habitat</p> <p>LESSON OBJECTIVE QUESTION</p> <ul style="list-style-type: none"> ▪ What do milkweed bugs need in order to survive? ▪ How do their needs compare to other insects? <p>PREGUNTA DEL OBJETIVO DE LA LECCIÓN</p> <ul style="list-style-type: none"> • ¿Qué necesitan los bichos del algodoncillo para sobrevivir? • ¿Cómo se comparan sus necesidades con las de otros insectos? 	<p>(2-S1-C1) Observe, ask questions, and make predictions.</p> <p>(2-S1-C2) Participate in planning and conducting investigations, and recording data</p> <p>(2-S1-C3) Organize and analyze data; compare to predictions.</p> <p>(2-S1-C4) Communicate results of investigations.</p> <p>(2-S4-C3) Understand the relationships among various organisms and their environment.</p>	<p>(2-S1-C1) PO1 See investigation 1, Part 1 for verbiage. (2-S1-C1) PO2 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C2) PO1 See investigation 1, Part 1 for verbiage. (2-S1-C2) PO2 See investigation 1, Part 1 for verbiage. (2-S1-C2) PO3 See investigation 1, Part 1 for verbiage. (2-S1-C2) PO4 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C3) PO3 See investigation 1, Part 1 for verbiage. (2-S1-C3) PO4 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C4) PO1 See investigation 1, Part 1 for verbiage. (2-S1-C4) PO2 See investigation 1, Part 1 for verbiage.</p> <p>No performance objectives at this grade level</p>
<p>Part 2: Milkweed Bug Structure Observation, Session 1</p> <p>LESSON OBJECTIVE QUESTION</p> <ul style="list-style-type: none"> • What can we learn about the milkweed bugs’ structure? • How does the milkweed bugs’ structure compare to mealworms and other insects? <p>PREGUNTA DEL OBJETIVO DE LA LECCIÓN</p> <ul style="list-style-type: none"> • ¿Qué podemos aprender de la estructura de los bichos del algodoncillo? • ¿Cómo se compara la estructura de los bichos del algodoncillo a la de los 	<p>(2-S1-C1) Observe, ask questions, and make predictions.</p> <p>(2-S1-C2) Participate in planning and conducting investigations, and recording data</p> <p>(2-S1-C3) Organize and analyze data; compare to predictions.</p> <p>(2-S1-C4) Communicate results of investigations.</p> <p>(2-S4-C1) Understand that basic structures in plants and animals serve a function.</p>	<p>(2-S1-C1) PO1 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C2) PO1 See investigation 1, Part 1 for verbiage. (2-S1-C2) PO2 See investigation 1, Part 1 for verbiage. (2-S1-C2) PO3 See investigation 1, Part 1 for verbiage. (2-S1-C2) PO4 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C3) PO1 See investigation 1, Part 1 for verbiage. (2-S1-C3) PO4 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C4) PO1 See investigation 1, Part 1 for verbiage. (2-S1-C4) PO2 See investigation 1, Part 1 for verbiage.</p> <p>(2-S4-C1) PO1 Identify animal structures that serve different functions (e.g., sensory, defense, locomotion).</p>

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Lessons and Objective Question(s)	Strand and Concepts	Performance Objective
<p>gusanos de la harina y a la de otros insectos?</p> <p><i>Science Story: Insects Shapes and Colors</i></p>	<p>(2-S4-C3) Understand the relationships among various organisms and their environment.</p>	<p>No performance objectives at this grade level</p>
<p>Part 2: Milkweed Bug Structure Observation, Session 2</p> <p>LESSON OBJECTIVE QUESTION</p> <ul style="list-style-type: none"> ▪ Can we find how many parts a milkweed bug has? ▪ Can we tell the difference between the adult males and females? <p>PREGUNTA DEL OBJETIVO DE LA LECCIÓN</p> <ul style="list-style-type: none"> • ¿Podemos saber cuantas partes tiene un bicho del algodoncillo? • ¿Podemos saber la diferencia entre machos y hembras adultos? <p><i>Science Story: What makes an Insect an Insect?</i></p>	<p>(2-S1-C1) Observe, ask questions, and make predictions.</p> <p>(2-S1-C2) Participate in planning and conducting investigations, and recording data.</p> <p>(2-S1-C3) Organize and analyze data; compare to predictions.</p> <p>(2-S1-C4) Communicate results of investigations.</p> <p>(2-S4-C1) Understand that basic structures in plants and animals serve a function.</p>	<p>(2-S1-C1) PO1 See investigation 1, Part 1 for verbiage. (2-S1-C1) PO2 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C2) PO1 See investigation 1, Part 1 for verbiage. (2-S1-C2) PO2 See investigation 1, Part 1 for verbiage. (2-S1-C2) PO3 See investigation 1, Part 1 for verbiage. (2-S1-C2) PO4 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C3) PO1 See investigation 1, Part 1 for verbiage. (2-S1-C3) PO2 See investigation 1, Part 1 for verbiage. (2-S1-C3) PO3 See investigation 1, Part 1 for verbiage. (2-S1-C3) PO4 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C4) PO1 See investigation 1, Part 1 for verbiage. (2-S1-C4) PO2 See investigation 1, Part 1 for verbiage.</p> <p>(2-S4-C1) PO1 Identify animal structures that serve different functions (e.g., sensory, defense, locomotion).</p>

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Lessons and Objective Question(s)	Strand and Concepts	Performance Objective
<p>Part 3: Reproduction and Eggs (Refer to FOSS manual: Investigation 3: Part 1 Eggs)</p> <p>LESSON OBJECTIVE QUESTION</p> <ul style="list-style-type: none"> ▪ How do insects begin their life? ▪ What do insect eggs look like? <p>PREGUNTA DEL OBJETIVO DE LA LECCIÓN</p> <ul style="list-style-type: none"> • ¿Cómo comienzan su vida los insectos? • ¿A qué se parecen los huevos de los insectos? 	<p>(2-S1-C1) Observe, ask questions, and make predictions.</p> <p>(2-S1-C2) Participate in planning and conducting investigations, and recording data.</p> <p>(2-S1-C3) Organize and analyze data; compare to predictions.</p> <p>(2-S2-C2) Understand how science is a process for generating knowledge.</p> <p>(2-S4-C2) Understand the life cycles of plants and animals.</p>	<p>(2-S1-C1) PO1 See investigation 1, Part 1 for verbiage. (2-S1-C1) PO2 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C2) PO1 See investigation 1, Part 1 for verbiage. (2-S1-C2) PO2 See investigation 1, Part 1 for verbiage. (2-S1-C2) PO3 See investigation 1, Part 1 for verbiage. (2-S1-C2) PO4 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C3) PO4 See investigation 1, Part 1 for verbiage.</p> <p>(2-S2-C2) PO1 Identify components of familiar systems (e.g., organs of the digestive system, bicycle). (2-S2-C2) PO2 Identify the following characteristics of a system:</p> <ul style="list-style-type: none"> ▪ consists of multiple parts or subsystems ▪ parts work interdependently <p>(2-S4-C2) PO1 Describe the life cycles of various insects.</p>
<p>Part 4: Life Cycle / Molting (Refer To manual: Investigation 3 Part 3 Growing Milkweed Bugs)</p> <p>LESSON OBJECTIVE QUESTION</p> <ul style="list-style-type: none"> • What happens to a milkweed bug’s body as it grows? • What is the life cycle of the milkweed bug? • How is your life cycle different from that of the insects? 	<p>(2-S1-C1) Observe, ask questions, and make predictions.</p> <p>(2-S1-C2) Participate in planning and conducting investigations, and recording data.</p> <p>(2-S1-C3) Organize and analyze data; compare to predictions.</p>	<p>(2-S1-C1) PO1 See investigation 1, Part 1 for verbiage. (2-S1-C1) PO2 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C2) PO1 See investigation 1, Part 1 for verbiage. (2-S1-C2) PO2 See investigation 1, Part 1 for verbiage. (2-S1-C2) PO3 See investigation 1, Part 1 for verbiage. (2-S1-C2) PO4 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C3) PO2 See investigation 1, Part 1 for verbiage. (2-S1-C3) PO3 See investigation 1, Part 1 for verbiage. (2-S1-C3) PO4 See investigation 1, Part 1 for verbiage.</p>

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<p>PREGUNTA DEL OBJETIVO DE LA LECCIÓN</p> <ul style="list-style-type: none"> • ¿Qué le sucede al cuerpo de un bicho del algodoncillo conforme crece? • ¿Cuál es el ciclo de vida de un bicho del algodoncillo? • ¿Cómo es su ciclo de vida diferente al de los insectos? 	<p>(2-S1-C4) Communicate results of investigations.</p> <p>(2-S2-C2) Understand how science is a process for generating knowledge.</p> <p>(2-S4-C2) Understand the life cycles of plants and animals.</p>	<p>(2-S1-C4) PO1 See investigation 1, Part 1 for verbiage. (2-S1-C4) PO2 See investigation 1, Part 1 for verbiage.</p> <p>(2-S2-C2) PO1 Identify components of familiar systems e.g., organs of the digestive system, bicycle). (2-S2-C2) PO2 Identify the following characteristics of a system:</p> <ul style="list-style-type: none"> ▪ consists of multiple parts or subsystems ▪ parts work interdependently <p>(2-S4-C2) PO1 Describe the life cycles of various insects. (2-S4-C2) PO2 Describe the life cycles of various mammals.</p>

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<p>Part 5: Milkweed Bug and Human Eating Structures</p> <p>LESSON OBJECTIVE QUESTION</p> <ul style="list-style-type: none"> ▪ How does a milkweed bug eat? ▪ What is the structure of the mouth? ▪ How does the milkweed bug’s mouthparts help it to survive? ▪ How is the mouth a part of the digestive system? ▪ How do you digest food? <p>PREGUNTA DEL OBJETIVO DE LA LECCIÓN</p> <ul style="list-style-type: none"> • ¿Qué come un bicho del algodoncillo? • ¿Cuál es la estructura de la boca? • ¿Cómo le ayudan a sobrevivir las partes de la boca a un bicho del algodoncillo? ▪ ¿Cómo forma la boca parte del sistema digestivo? • ¿Cómo digiere usted la comida? 	<p>(2-S1-C1) Observe, ask questions, and make predictions.</p> <p>(2-S1-C2) Participate in planning and conducting investigations, and recording data.</p> <p>(2-S1-C3) Organize and analyze data; compare to predictions.</p> <p>(2-S1-C4) Communicate results of investigations.</p> <p>(2-S2-C2) Understand how science is a process for generating knowledge.</p> <p>(2-S4-C1) Understand that basic structures in plants and animals serve a function.</p>	<p>(2-S1-C1) PO1 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C1) PO2 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C2) PO1 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C2) PO2 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C2) PO3 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C2) PO4 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C3) PO4 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C4) PO1 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C4) PO2 See investigation 1, Part 1 for verbiage.</p> <p>(2-S2-C2) PO1 Identify components of familiar systems (e.g., organs of the digestive system, bicycle).</p> <p>(2-S2-C2) PO2 Identify the following characteristics of a system:</p> <ul style="list-style-type: none"> ▪ consists of multiple parts or subsystems parts work interdependently <p>(2-S4-C1) PO1 Identify animal structures that serve different functions (e.g., sensory, defense, locomotion).</p> <p>(2-S4-C1) PO2 Identify the following major parts of (See 1CH-F3-01) :</p> <ul style="list-style-type: none"> • the digestive system – mouth, esophagus, stomach, small and large intestines • respiratory system – nose, trachea, lungs, diaphragm • circulatory system – heart, arteries, veins, blood (See 1CH-F3-01)

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		<p>(2-S4-C1) PO3 Describe the basic functions of the following system (See 1CH-F3-02)</p> <ul style="list-style-type: none"> • digestive – breakdown and absorption of food, disposal of waste • respiratory – exchange of oxygen and carbon dioxide • circulatory – transportation of nutrients and oxygen throughout the body
<p>Part 6: Milkweed Bugs Life Cycle Comparison</p> <p>LESSON OBJECTIVE QUESTION</p> <ul style="list-style-type: none"> • What are the differences in the way the mealworms and milkweed bugs grow? (use only if mealworms have cycled) <p>PREGUNTA DEL OBJETIVO DE LA LECCIÓN</p> <ul style="list-style-type: none"> • ¿Cuáles son las diferencias en la manera que crecen los gusanos de la harina y los bichos del algodoncillo? (úselos sólo si los gusanos de la harina han completado el ciclo) <p>Science Story: <i>Insect Life Cycles</i></p>	<p>(2-S1-C1) Observe, ask questions, and make predictions.</p> <p>(2-S1-C2) Participate in planning and conducting investigations, and recording data.</p> <p>(2-S1-C3) Organize and analyze data; compare to predictions.</p> <p>(2-S1-C4) Communicate results of investigations.</p> <p>(2-S2-C2) Understand how science is a process for generating knowledge.</p> <p>(2-S4-C2) Understand the life cycles of plants and animals.</p> <p>(2-S4-C2) Understand the life cycles of plants and animals.</p>	<p>(2-S1-C1) PO1 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C2) PO4 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C3) PO1 See investigation 1, Part 1 for verbiage. (2-S1-C3) PO2 See investigation 1, Part 1 for verbiage. (2-S1-C3) PO4 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C4) PO1 See investigation 1, Part 1 for verbiage. (2-S1-C4) PO2 See investigation 1, Part 1 for verbiage.</p> <p>(2-S2-C2) PO2 Identify the following characteristics of a system:</p> <ul style="list-style-type: none"> ▪ consists of multiple parts or subsystems ▪ parts work interdependently <p>(2-S4-C2) PO2 Describe the life cycles of various mammals. (2-S4-C2) PO3 Compare the life cycles of various organisms.</p> <p>(2-S4-C2) PO1 Describe the life cycles of various insects.</p>

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Investigation 1: Mealworms

Lessons and Objective Question(s)	Strand and Concepts	Performance Objective
<p>Part 7: Comparing Various Life Cycles</p> <p>LESSON OBJECTIVE QUESTION</p> <ul style="list-style-type: none"> • What is the life cycle of mammals? • How does your life cycle compare to other organisms? <p>PREGUNTA DEL OBJETIVO DE LA LECCIÓN</p> <ul style="list-style-type: none"> • ¿Cuál es el ciclo de vida de los mamíferos? • ¿Cómo se compara su ciclo de vida al de otros organismos? 	<p>(2-S1-C1) Observe, ask questions, and make predictions.</p> <p>(2-S1-C3) Organize and analyze data; compare to predictions.</p> <p>(2-S2-C2) Understand how science is a process for generating knowledge.</p> <p>(2-S4-C2) Understand the life cycles of plants and animals.</p>	<p>(2-S1-C1) PO1 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C3) PO1 See investigation 1, Part 1 for verbiage. (2-S1-C3) PO2 See investigation 1, Part 1 for verbiage. (2-S1-C3) PO4 See investigation 1, Part 1 for verbiage.</p> <p>(2-S2-C2) PO2 Identify the following characteristics of a system:</p> <ul style="list-style-type: none"> ▪ consists of multiple parts or subsystems ▪ parts work interdependently <p>(2-S4-C2) PO2 Describe the life cycles of various mammals. (2-S4-C2) PO3 Compare the life cycles of various organisms.</p>
<p>Part 8: Comparing Milkweed Bugs to Darkling Beetles</p> <p>LESSON OBJECTIVE QUESTION</p> <ul style="list-style-type: none"> ▪ How are milkweed bugs and darkling beetles alike/different? ▪ What do their differences show us? (structure-function) <p>PREGUNTA DEL OBJETIVO DE LA LECCIÓN</p> <ul style="list-style-type: none"> • ¿Cómo son semejantes/diferentes los bichos del algodoncillo y los escarabajos oscuros? • ¿Qué nos enseñan sus diferencias? (estructura-función) 	<p>(2-S1-C1) Observe, ask questions, and make predictions.</p> <p>(2-S1-C2) Participate in planning and conducting investigations, and recording data.</p> <p>(2-S1-C3) Organize and analyze data; compare to predictions.</p> <p>(2-S1-C4) Communicate results of investigations.</p> <p>(2-S4-C2) Understand the life cycles of plants and animals.</p>	<p>(2-S1-C1) PO1 See investigation 1, Part 1 for verbiage. (2-S1-C1) PO2 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C2) PO1 See investigation 1, Part 1 for verbiage. (2-S1-C2) PO2 See investigation 1, Part 1 for verbiage. (2-S1-C2) PO3 See investigation 1, Part 1 for verbiage. (2-S1-C2) PO4 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C3) PO1 See investigation 1, Part 1 for verbiage. (2-S1-C3) PO2 See investigation 1, Part 1 for verbiage. (2-S1-C3) PO3 See investigation 1, Part 1 for verbiage. (2-S1-C3) PO4 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C4) PO1 See investigation 1, Part 1 for verbiage. (2-S1-C4) PO2 See investigation 1, Part 1 for verbiage.</p> <p>(2-S4-C2) PO1 Describe the life cycles of various insects. (2-S4-C1) PO1 Identify animal structures that serve different functions (e.g., sensory, defense, locomotion).</p>

GRADE 2 – INSECTS - STANDARD ALIGNMENT

SEGUNDO GRADO – INSECTOS – ALINEACIÓN ESTÁNDAR

Investigation 1: Mealworms

Lessons and Objective Question(s)	Strand and Concepts	Performance Objective
<p>Science Story: <i>Same But Different</i></p>	<p>(2-S4-C1) Understand that basic structures in plants and animals serve a function.</p>	
<p>Part 9: Comparing Body Systems</p> <p>LESSON OBJECTIVE QUESTION</p> <ul style="list-style-type: none"> • How do you breathe and do insects breathe the same as you? • How does your heart and blood compare to that of an insect? <p>PREGUNTA DEL OBJETIVO DE LA LECCIÓN</p> <ul style="list-style-type: none"> • ¿Cómo respira usted? ¿Respiran de la misma manera los insectos? • ¿Cómo se compara su corazón y su sangre a la de los insectos? 	<p>(2-S1-C1) Observe, ask questions, and make predictions.</p> <p>(2-S1-C2) Participate in planning and conducting investigations, and recording data.</p> <p>(2-S1-C3) Organize and analyze data; compare to predictions.</p> <p>(2-S1-C4) Communicate results of investigations.</p> <p>(2-S4-C1) Understand that basic structures in plants and animals serve a function.</p>	<p>(2-S1-C1) PO1 See investigation 1, Part 1 for verbiage. (2-S1-C1) PO2 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C2) PO1 See investigation 1, Part 1 for verbiage. (2-S1-C2) PO2 See investigation 1, Part 1 for verbiage. (2-S1-C2) PO3 See investigation 1, Part 1 for verbiage. (2-S1-C2) PO4 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C3) PO1 See investigation 1, Part 1 for verbiage. (2-S1-C3) PO2 See investigation 1, Part 1 for verbiage. (2-S1-C3) PO3 See investigation 1, Part 1 for verbiage. (2-S1-C3) PO4 See investigation 1, Part 1 for verbiage.</p> <p>(2-S1-C4) PO1 See investigation 1, Part 1 for verbiage. (2-S1-C4) PO2 See investigation 1, Part 1 for verbiage.</p> <p>(2-S4-C1) PO2 Identify the following major parts of (See 1CH-F3-01) :</p> <ul style="list-style-type: none"> • the digestive system – mouth, esophagus, stomach, small and large intestines • respiratory system – nose, trachea, lungs, diaphragm • circulatory system – heart, arteries, veins, blood <p>(See 1CH-F3-01)</p> <p>(2-S4-C1) PO3 Describe the basic functions of the following system (See 1CH-F3-02)</p> <ul style="list-style-type: none"> • digestive – breakdown and absorption of food, disposal of waste • respiratory – exchange of oxygen and carbon dioxide • circulatory – transportation of nutrients and oxygen throughout the body

GRADE 2 – INSECTS - STANDARD ALIGNMENT

SEGUNDO GRADO – INSECTOS – ALINEACIÓN ESTÁNDAR

Investigation 1: Mealworms

Lessons and Objective Question(s)	Strand and Concepts	Performance Objective
	(2-S4-C2) Understand the life cycles of plants and animals.	(2-S4-C2) PO2 Describe the life cycles of various mammals. (2-S4-C2) PO3 Compare the life cycles of various organisms.