

Subject	Grade	Standard	Objective
Science	Second	2. Earth and Space Science	1. Describe the characteristics of different rocks.
Content Big Ideas			
(E) Chunks of rocks come in many sizes and shapes, from boulders to grains of sand and even smaller.	(PoS) When science investigation is done the way it was done before, we expect to get a very similar result. (NoS) Sometimes people aren't sure what will happen because they don't know everything that might have an effect. (CoS) When doing science activities, it is often helpful to work with a team and to share findings with others. All team members should reach their own individual conclusions, however, about what the findings mean.	Science, Technology, and Society Big Ideas (T) People use appropriate tools and models to investigate the world. (A) People working alone or in groups often invent new ways to solve problems and get work done. (S) Students understand that the tools and ways of doing things that people have invented affect all aspects of life.	
Indicators: Measureable Outcomes framed by Standard 1 Big Ideas			
Indicator 1. Explain how smaller rocks come from the breakage and weathering of larger rocks.			
Indicator 2. Describe rocks in terms of their parts (e.g. crystals, grains, cement).			
Indicator 3. Sort rocks based upon color, hardness, texture, layering, particle size and type (i.e., igneous, metamorphic, sedimentary).			
Science language students should be able to use correctly: characteristics, weathering, texture, layering, particle, data, conclusions, properties.			
Guidance for Combining Content and Process			
Guidance for Combining Science, Technology, and Society			
Suggested Strategies			
Students can conduct a simple experiment (making predictions, gathering data and forming conclusions) to determine how smaller rocks can form from the breakage of larger rocks. Students can share their findings in the form of posters, reports, journals, graphs, etc. (L) (M) (FA) (PoS) (CoS) Using age-appropriate tools (magnifying glass, water, sandpaper, hammer), students can examine rock samples and describe their parts. The products could include: drawings, charts, journals, or classroom books. (L) (M) (FA) (PoS) (CoS) Working in teams, students can sort rock samples based on their physical characteristics (color, hardness, texture, layering and particle size) and report their findings. (L) (PoS) (CoS)	(T) The students can use magnifiers to help see things they could not see without them. (A) The students can identify how the properties of rocks determine how people use them. (S) The students can explain how rocks are used by people every day and evaluate the positive and negative impacts these uses have on society.		
Earth and Space Science (E) Earth science (SS) Space science	Curriculum Connections (M) Mathematics (L) Language Arts	Processes, Communication, and Nature of Science (PoS) Processes of science (CoS) Communication of science (NoS) Nature of science	Applications: Science, Technology, and Society (T) Tools of science (A) Applications of science (S) Implications of science for people