

Subject	Grade	Standard	Objective
<b>Science</b>	<b>Second</b>	<b>2. Earth and Space Science</b>	<b>3. Observe, describe and measure seasonal weather patterns and local variations.</b>
<b>Content Big Ideas</b>			
(E) Some changes, such as changes in weather can vary based on season and location.	(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.	Standard 1 Big Ideas – Intended Learning Outcomes	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) The tools and ways of doing things that people have invented affect all aspects of life.
<b>Indicators: Measureable Outcomes framed by Standard 1 Big Ideas</b>			
<b>Indicator 1. Compare and contrast the seasonal weather patterns during the school year.</b>			
<b>Indicator 2. Analyze and interpret data such as temperatures in different locations and different times.</b>			
<b>Science language students should be able to use correctly:</b> seasonal, variations, analyze, interpret, temperature, precipitation, thermometer, rain gauge, weather vane, data, conclusions, location, patterns.			
<b>Guidance for Combining Content and Process</b>			
<b>Suggested Strategies</b>			
Students can record and interpret weather data using a graph with numbered axes for temperature and pictographs for precipitation (rainy/snowy), cloud cover (cloudy/sunny), and wind conditions (windy/not windy) if applicable. They can repeat data collection during each season and then compare and discuss the variations. (L) (M) (PoS) (CoS) (NoS) Students can conduct a simple experiment (making predictions, gathering data and forming conclusions) to determine the variations in temperature of various locations (grass/asphalt, sun/shade, your school/another area) and different times of day (morning/afternoon). The product could be a video mini-weather report, newspaper article, charts, graphs, or various kinds of computer presentations. (L) (M) (FA) (PoS) (CoS) (NoS) Student products could be a video mini-weather report, newspaper article, charts, graphs, various kinds of computer presentations, etc. (L) (M) (FA) CoS)	Students can measure weather data using weather instruments such as a thermometer, rain gauge, and weather vane. (T) Students can gather and record weather data on paper or using the internet. (A) Students can evaluate the changes in our daily lives based on changes in the weather. (S) Students can evaluate the economic/agricultural impacts of extreme weather.		
<b>Earth and Space Science</b> (E) Earth science (SS) Space science	(M) Mathematics (L) Language Arts	<b>Curriculum Connections</b> (FA) Fine Arts (SS) Social Studies	<b>Processes, Communication, and Nature of Science</b> (PoS) Processes of science (CoS) Communication of science (NoS) Nature of science
			<b>Applications: Science, Technology, and Society</b> (T) Tools of science (A) Applications of science (S) Implications of science for people