

Course Description: Grade 2 Science

Science instruction is designed to allow students to develop an understanding of content. However, the instruction is using inquiry to develop universal skills. Science instruction has students problem solving, sharing ideas, modeling their thinking, and using evidence to support their ideas.

Adopted Course Primary Resource	Supplementary Resources
<ul style="list-style-type: none"> Mystery Science 	<ul style="list-style-type: none"> Inspire Science Readers (McGraw-Hill)

Performance Expectations		
Physical Science	2-PS1-1	Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
	2-PS1-2	Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
	2-PS1-3	Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.
	2-PS1-4	Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.
Life Science	2-LS2-1	Plan and conduct an investigation to determine if plants need sunlight and water to grow.
	2-LS2-2	Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
	2-LS4-1	Make observations of plants and animals to compare the diversity of life in different habitats.
Earth & Space Science	2-ESS1-1	Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
	2-ESS2-1	Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
	2-ESS2-2	Develop a model to represent the shapes and kinds of land and bodies of water in an area.
	2-ESS2-3	Obtain information to identify where water is found on Earth and that it can be solid or liquid.
Engineering, Technology, and the Application of Science	K-2-ETS1-1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
	K-2-ETS1-2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
	K-2-ETS1-3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Units of Study (Sequenced)	Standards		Lesson Question(s)	Pacing (Session = 30 Minutes)
Animal Adventures	2-LS4-1	Make observations of plants and animals to compare the diversity of life in different habitats.	<ul style="list-style-type: none">• How many different kinds of animals are there?• Why would a wild animal visit a playground?• Why do frogs say “ribbit”?• How could you get more birds to visit a bird feeder?	16 Sessions
	K-2-ETS1-1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.		
	K-2-ETS1-2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.		
Term 1 Ends				
Plant Adventures	2-LS2-1	Plan and conduct an investigation to determine if plants need sunlight and water to grow.	<ul style="list-style-type: none">• How did a tree travel halfway around the world?• Why do seeds have so many different shapes?• Could a plant survive without light?• How much water should you give a plant?	20 Sessions
	2-LS2-2	Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.		
	K-2-ETS1-2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.		
Term 2/Semester 1 Ends				
Work of Water	2-ESS1-1	Use information from several sources to provide evidence that Earth events can occur quickly or slowly.	<ul style="list-style-type: none">• If you floated down a river, where would you end up?• Why is there sand at the beach?• Where do flash floods happen?• What’s strong enough to make a canyon?• How can you stop a landslide?	20 Sessions
	2-ESS2-1	Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.		
	2-ESS2-2	Develop a model to represent the shapes and kinds of land and bodies of water in an area.		
	2-ESS2-3	Obtain information to identify where water is found on Earth and that it can be solid or liquid.		
	K-2-ETS1-1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved		

		object or tool.		
	K-2-ETS1-2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.		
	K-2-ETS1-3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.		
Term 3 Ends				
Material Magic	2-PS1-1	Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	<ul style="list-style-type: none">• Why do we wear clothes?• Can you really fry an egg on a hot sidewalk?• Why are so many toys made out of plastic?• What materials might be invented in the future?• Could you build a house out of paper?• How do you build a city out of mud?	24 Sessions
	2-PS1-2	Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.		
	2-PS1-3	Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.		
	2-PS1-4	Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.		
	K-2-ETS1-1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.		
	K-2-ETS1-2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.		
	K-2-ETS1-3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.		
	Term 4/Semester 2 Ends			