

SCIENCE YEAR-AT-A-GLANCE - Grade 2

Unit 1: Launching Science Estimated Time To Complete: 6-9 Sessions Estimated Window: August 19-October 15	Unit 2: Matter Estimated Time To Complete: 10-12 Sessions Estimated Window: October 19-December 18	Unit 3: Processes that Shape the Earth Estimated Time To Complete: 10-12 Sessions Estimated Window: January 4-March 11	Unit 4: Plants and Animals Estimated Time To Complete: 10-12 Sessions Estimated Window: March 21-May 23
<p>Essential Standard(s): 2_SC_1 Students will understand and use scientific and engineering practices to conduct investigations and solve problems.</p> <p>Learning Targets: 2_SC_1_A Ask questions based on observations to find more information about the natural and/or designed world. (S) K-2-ETS1-1</p> <p>2_SC_1_B Define a simple problem that can be solved through the development of a new or improved object or tool. (K) K-2-ETS1-1</p> <p>2_SC_1_C Develop a simple model based on evidence to represent a proposed object or tool. (P) K-2-ETS1-2</p> <p>2_SC_1_D Analyze data from tests of an object or tool to determine if it works as intended. (R) K-2-ETS1-3</p> <p>2_SC_1_E Conduct an investigation in collaboration with peers using the scientific method. (S) 2-PS1-1</p> <p>2_SC_1_F Obtain information using grade appropriate texts, informational text features, and other media that will be useful in answering a scientific question. (K) 2-ESS2-3</p>	<p>Essential Standard(s): 2_SC_2 Students will demonstrate an understanding of the structures and properties of matter.</p> <p>Learning Targets: 2_SC_2_A Describe and classify different kinds of materials by their observable properties. (S) 2-PS1-1</p> <p>2_SC_2_B Identify objects and substances as solid, liquid, or gas. (K) 2-PS1-1</p> <p>2_SC_2_C Compare the observable physical properties of solids, liquids, or gases. (R) 2-PS1-1</p> <p>2_SC_2_D Analyze data to determine that different properties are suited to different purposes. (R) 2-PS1-2</p> <p>2_SC_2_E Observe that objects can be built up from a small set of pieces. (S) 2-PS1-3</p> <p>2_SC_2_F Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. (R) 2-PS1-4</p> <p>2_SC_2_G Identify sources of thermal energy that can cause solids to change to liquids and liquids to change to gas. (K) 2-PS1-4</p> <p>2_SC_2_H Conduct an investigation in collaboration with peers using the scientific method. (S) 2-PS1-1</p>	<p>Essential Standard(s): 2_SC_3 Students will demonstrate an understanding of the processes that shape the Earth.</p> <p>Learning Targets: 2_SC_3_A Make observations using media sources that Earth events can occur quickly or slowly. (S) 2-ESS2-1</p> <p>2_SC_3_B Compare and contrast solutions designed to slow or prevent wind or water from changing the shape of the land. (R) 2-ESS2-1</p> <p>2_SC_3_C Observe and describe the physical properties and different types of soil components. (sand, clay, humus) (S) 2-ESS2-1</p> <p>2_SC_3_D Describe the various forms of water found on Earth. (oceans, rivers, lakes, and ponds) (K) 2-ESS2-3</p> <p>2_SC_3_E Observe and describe ways water, both as a solid and liquid, is used in everyday activities at different times of the year. (S) 2-ESS2-3</p> <p>2_SC_3_F Create a model to represent the shapes of land and bodies of water in an area. (P) 2-ESS2-2</p> <p>2_SC_3_G Conduct an investigation in collaboration with peers using the scientific method. (S) 2-PS1-1</p>	<p>Essential Standard(s): 2_SC_4 Students will demonstrate an understanding of the interdependence between plants and animals in their environments.</p> <p>Learning Targets: 2_SC_4_A Identify the major parts of a plant (roots, stems, flowers, and leaves) and their functions. (K) 2-LS2-1</p> <p>2_SC_4_B Perform an investigation to determine if plants need sunlight and water to grow. (S) 2-LS2-1</p> <p>2_SC_4_C Design a simple model that mirrors the function of an animal in dispersing seeds or pollinating plants. (P) 2-LS2-2</p> <p>2_SC_4_D Compare plants and animals in different habitats. (S) 2-LS4-1</p> <p>2_SC_4_E Conduct an investigation in collaboration with peers using the scientific method. (S) 2-PS1-1</p>