

Grade 2 Science: Year at a Glance

UNIT 1: RELATIONSHIPS IN HABITATS				Instructional days: 15	
Performance Expectations	Learning Goals (Foundation Box)			Connections to the CCSS – ELA	Connections to the CCSS – Mathematics
	Disciplinary Core Ideas	Science and Engineering Practices	Crosscutting Concepts		
2-LS4-1	Make observations of plants and animals to compare the diversity of life in different habitats	LS4.D	Planning and Carrying out Investigations	N/A	W2.7 W2.8 MP.2 MP.4 2MD.D.10
2-LS2-1	Plan and conduct an investigation to determine if plants need sunlight and water to grow.	LS2.A	Planning and Carrying out Investigations	Cause and Effect	W2.7 W2.8 MP.2 MP.4 MP.5
2-LS2-2*	Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.*	LS2.A ETS1.B	Developing and Using Models	Structure and Function	SL2.5 MP.4 2MD.D.10
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.	ETS1.B	Developing and Using Models	Structure and Function	SL2.5 N/A
Teacher Notes					
<p>Instructional implementation is based on a 100-day time frame—for example, 33 weeks of instruction x 3 days per week = 99 days + 1 = 100 days of instruction. This time frame assumes a 45–60 minute instruction block. Teachers should calculate the instructional days based on their time frame.</p>					

* Indicates connection to engineering

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UNIT 2: PROPERTIES OF MATTER				Instructional days: 20		
Performance Expectations	Learning Goals (Foundation Box)			Connections to the CCSS – ELA	Connections to the CCSS – Mathematics	
	Disciplinary Core Ideas	Science and Engineering Practices	Crosscutting Concepts			
2 PS1-1	Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	PS1.A	Planning and Carrying out Investigations	Patterns	W2.7 W2.8	MP.4 2.MD.D.10
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.*	PS1.A	Analyzing and Interpreting Data	Cause and Effect	RI2.8 W2.7 W2.8	MP.2 MP.4 MP.5 2.MD.D.10
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.	ETS1.C	Analyzing and Interpreting Data		W2.6 W2.8	MP.2 MP.4 MP.5 2.MD.D.10
Teacher Notes						

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UNIT 3: CHANGES TO MATTER				Instructional days: 15	
Performance Expectations	Learning Goals (Foundation Box)			Connections to the CCSS – ELA	Connections to the CCSS – Mathematics
	Disciplinary Core Ideas	Science and Engineering Practices	Crosscutting Concepts		
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.	PS1.A	Constructing Explanation and Designing Solution	Energy and Matter	W2.7 W2.8	
2-PS1-4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	PS1.B	Engaging in Argument from Evidence	Cause and Effect	RI.2.1 RI.2.3 RI.2.8 W.2.1	
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UNIT 4: THE EARTH’S LAND AND WATER				Instructional days: 20	
Performance Expectations	Learning Goals (Foundation Box)			Connections to the CCSS – ELA	Connections to the CCSS – Mathematics
	Disciplinary Core Ideas	Science and Engineering Practices	Crosscutting Concepts		
2-ESS2-3 Obtain information to identify where water is found on Earth and that it can be solid or liquid.	ESS2.C	Obtaining, Evaluating and Communicating Information	Patterns	W2.6 W2.8	
2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area.	ESS2.B	Developing and Using Models	Patterns	SL2.5	MP.2 MP.4 2.NBT.A.3
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UNIT 5: CHANGES TO EARTH’S LAND				Instructional days: 30	
Performance Expectations	Learning Goals (Foundation Box)			Connections to the CCSS – ELA	Connections to the CCSS – Mathematics
	Disciplinary Core Ideas	Science and Engineering Practices	Crosscutting Concepts		
2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.	ESS1.C	Constructing Explanations and Designing Solutions	Stability and Change	RI.2.1 RI.2.3 W.2.6 W.2.7 W.2.8 SL.2.2	MP.4 2.NBT.A
2-ESS2-1* Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.*	ESS2.A ETS1.C	Constructing Explanations and Designing Solutions	Stability and Change	RI.2.3 RI.2.9	MP.2 MP.4 MP.5 2.MD.B.5
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.	ETS1.A	Asking Questions and Defining Problems		RI.2.1 W.2.6 W.2.8	MP.2 MP.4 MP.5 2.MD.D.10
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.	ETS1.B	Developing and Using Models	Structure and Function	SL.2.5	
Teacher Notes					

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