

2nd Grade Science Curriculum Map

Standards	Content	Skills/Practices	Materials/ Resources	Assessments (All) Daily/Weekly/ Benchmarks	Timeline (Months/ Weeks/ Days)
2-LS2-1 2-LS2-2 K-2-ETS1-1 K-2-ETS1-2 K-2-ETS1-3 2-LS4-1	Bundle 1: Organisms - Needs & Interactions	What Plants Need: 1. Identifying the phenomenon under investigation 2. Identifying the evidence to address the purpose of the investigation 3. Students collaboratively develop an investigation plan. In the investigation plan, students describe the features to be part of the investigation, 4. According to the investigation plan developed, students collaboratively collect and record data on the effects on plant growth. Animal and Plant Dependence: 1. Students develop a simple model that mimics the	What plants need Animal and Plant Dependence Diversity of Living Things	Teacher created student workbook	6 weeks

		<p>function of an animal in seed dispersal or pollination of plants. Students identify the relevant components of their model, including those components that mimic the natural structure of an animal that helps it disperse seeds.</p> <p>2. In the model, students describe relationships between components, including evidence that the developed model mimics how plant and animal structures interact to move pollen or disperse seeds.</p> <p>3. Students use the model to describe:How the structure of the model gives rise to its function.</p> <p>Diversity of Living Things:</p> <p>1. Identifying the phenomenon under investigation</p> <p>2. Identifying the evidence to address the purpose of the investigation</p> <p>3. Planning the investigation</p>			
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		4. Collecting the data Students collect, record, and organize data on different types of plants and animals in the habitats.			
2-ESS1-1 2-ESS2-1 K-2-ETS1-1 K-2-ETS1-2 K-2-ETS1-3	Bundle 2: Dealing with Changes to the Earth	<p>Quick Changes to Land:</p> <ol style="list-style-type: none"> 1. Articulating the explanation of phenomena 2. Students describe the evidence from observations 3. Students use reasoning to logically connect the evidence to construct an evidence-based account. <p>Slow Changes to Land:</p> <ol style="list-style-type: none"> 1. Articulating the explanation of phenomena 2. Students describe the evidence from observations 3. Students use reasoning to logically connect the evidence to construct an evidence-based account. <p>Effects of Wind and Water</p> <ol style="list-style-type: none"> 1. Using scientific knowledge to generate design solutions. 	<p>Quick Changes to Land</p> <p>Slow Changes to Land</p> <p>Effects of Wind and Water</p>	Teacher created student workbook	6 weeks

		<p>2. Describing specific features of the design solution, including quantification where appropriate</p> <p>3. Evaluating potential solutions</p>			
<p>2-ESS2-2 2-ESS2-3</p>	<p>Bundle 3: Mapping Land and Water</p>	<p>Mapping our world:</p> <ol style="list-style-type: none"> 1. Components of the model. 2. Relationships. 3. Connections. <p>Forms of Water on Earth:</p> <ol style="list-style-type: none"> 1. Obtaining information. 2. Evaluating information. 	<p>Mapping our world</p> <p>Forms of Water on Earth</p>	<p>Teacher created student workbook</p>	<p>6 weeks</p>
<p>2-PS1-1 2-PS1-2 2-PS1-3 2-PS1-4 K-2-ETS1-1 K-2-ETS1-2 K-2-ETS1-3</p>	<p>Bundle 4: Selecting and Using Materials in the Design Process</p>	<p>Properties and States of Matter:</p> <ol style="list-style-type: none"> 1. Identifying the phenomenon under investigation. 2. Identifying the evidence to address the purpose of the investigation. 4. Planning the investigation. 5. Collecting the data. 	<p>Properties and States of Matter</p> <p>Properties of Materials</p> <p>Building Blocks of Matter</p> <p>Changes from Heat</p>	<p>Teacher created student workbook</p>	<p>6 weeks</p>

		<p>Properties of Materials</p> <ol style="list-style-type: none">1. Organizing data.2. Identifying relationships.3. Interpreting data. <p>Building Blocks of Matter</p> <ol style="list-style-type: none">1. Articulating the explanation of phenomena.2. Evidence.3. Reasoning. <p>Changes from Heat</p> <ol style="list-style-type: none">1. Supported claims.2. Identifying scientific evidence.3. Evaluating and critiquing the evidence.4. Reasoning and synthesis.			
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