

APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

SUBJECT: Science

GRADE: 2

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			

TIMELINE: Quarter 1

<p>Physical Science: Matter and Its Interactions</p> <p>2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. I C M</p>	<p>I can investigate observable properties of matter.</p> <p>I can describe and classify different kinds of materials by what I observe.</p>	<p>Comprehension Knowledge Application</p>	<p>Classify Describe Flexibility Hardness Magnetism Material Texture Weight</p>
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<p>Physical Science: Matter and Its Interactions</p> <p>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. I C M</p>	<p>I can use results from tests to decide the best materials to use for a given purpose.</p>	<p>Analysis Application</p>	<p>Absorbency Analyze Data Flexibility Hardness Materials Similar properties Strength Texture</p>
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RESOURCES AND NOTES FOR QUARTER 1:

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TIMELINE: Quarter 2

Physical Science: Matter and Its Interaction 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. (Examples of pieces could include blocks, building bricks, or other assorted small objects.) I C M	I can model a way to break apart a set of pieces and make something new.	Application Synthesis Analysis	Assemble Build Disassemble Observations
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Physical Science: Matter and Its Interaction 2-PS1-4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. (Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and heating paper). I C M	I can explain how some changes caused by heating and cooling can be reversed and some cannot.	Analysis Synthesis	Cooling Heating Irreversible Reversible Temperature
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Earth's Systems 2-ESS2-3 Obtain information to identify where water is found on Earth and that it can be solid or liquid. I C M	I can use maps and globes to identify where water is found on Earth and that it can be solid or liquid.	Knowledge Comprehension Analysis	Globe Identify Liquid Map Solid
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RESOURCES AND NOTES FOR QUARTER 2 :

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TIMELINE: Quarter 3

<p>Earth's Systems</p> <p>2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area. I C M</p>	<p>I can develop and label a model to represent kinds of land and bodies of water in an area.</p>	<p>Knowledge Comprehension Application</p>	<p>Develop Hills Lakes Model Mountains Oceans Rivers Streams Underground water Valleys</p>
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<p>Earth's Place in the Universe</p> <p>2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly I C M</p>	<p>I can use research to show evidence that Earth events can happen quickly or slowly.</p>	<p>Application</p>	<p>Avalanche Blizzard Earthquake Erosion of rock Eruptions Events Evidence Flood Hurricane Landslide Tornado Tsunami Volcanic explosion</p>
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<p>Earth's System</p> <p>2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. I C M</p>	<p>I can compare different ways to slow or stop wind from changing the shape of the land.</p> <p>I can compare different ways to slow or stop water from changing the shape of the land.</p>	<p>Comprehension Evaluation</p> <p>Comprehension Evaluation</p>	<p>Compare Prevent Shape of the land Solutions Windbreak</p>
<p>Engineering Design</p> <p>K-2-ETS1-1. Ask questions and 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. I C M</p>	<p>I can ask questions, make observations, and gather information about a situation people want to change.</p> <p>I can make a tool to solve a problem.</p>	<p>Comprehension Synthesis</p> <p>Application Analysis</p>	<p>Develop Observations Problem Situation Solution Tool</p>
<p>Engineering Design</p> <p>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. I C M</p>	<p>I can sketch, draw or develop a model to show how the shape of an object helps to solve a problem.</p>	<p>Application Evaluation</p>	<p>Model Object Problem Shape Solve</p>
<p>Engineering Design</p> <p>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. I C M</p>	<p>I can use data from tests to decide the best materials to use for a given purpose.</p>	<p>Analysis Comprehension Evaluation</p>	<p>Analyze Compare Data Strength Weakness</p>

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TIMELINE: Quarter 4			
Biological Evolution: Unity and Diversity 2-LS4-1 Make observation of plants and animals to compare the diversity of life in different habitats. I C M	I can compare different kinds of life in many different habitats.	Knowledge Comprehension	Animals Compare Diversity Habitat Plants
Ecosystems: Interactions, Energy, and Dynamics 2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow. I C M	I can do an experiment to see if plants need sunlight and water to grow.	Comprehension Application Analysis	Experiment Grow Investigate Plants Sunlight
Ecosystems: Interactions, Energy, and Dynamics 2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. I C M	I can create a model to show how animals spread seeds. I can create a model to show how animals pollinate plants.	Comprehension Application Comprehension Application	Disperse Function Model Pollinate

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RESOURCES AND NOTES FOR QUARTER 4 :