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JC Schools 2nd Grade Yearly Science Standards

	Overarching Standards
	2.ETS1.A.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 too **2.ETS1.B.1** 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 **2.ETS1.C.1** Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs
Units	**Priority Standards**
Unit 1 Properties of Matter **50 Total Days**	**2.PS1.A.1** **PLAN** and **CONDUCT** an investigation to **DESCRIBE** and **CLASSIFY** different kinds of materials by their observable properties *[Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share]* **2.PS1.A.2** **ANALYZE** data obtained from testing different materials to **DETERMINE** which materials have the properties that are best suited for an intended purpose *[Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency*
Unit 2 Earth's Surface	**2.ESS2.B.1** **DEVELOP** a model to **REPRESENT** the shapes and kinds of land and bodies of water in an area **2.ESS2.C.1** **OBTAIN** information to **IDENTIFY** where water is found on Earth and that it can be solid or liquid

30 Total Days	
Unit 3 Changes to the Earth's Surface **44 Total Days**	**2.ESS1.C.1** **USE** information from several sources to **PROVIDE** evidence that Earth events can occur quickly or slowly ***[Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly]*** **2.ESS2.A.1** **COMPARE** multiple solutions designed to slow or prevent wind or water from changing the shape of the land ***[Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land]***
Unit 4 Plants and Their Needs **38 Total Days**	**2.LS2.A.1** **PLAN** and **CONDUCT** investigations on the growth of plants when growing conditions are altered (e.g., dark vs. light, water vs. no water) **2.LS2.A.2** **DEVELOP** a simple model that mimics the function of an animal in dispersing seeds or pollinating plants