



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 tool.

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	Supporting Standards
Unit 1: Properties of Matter 21 days	2.PS1.A.1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. <i>[Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share]</i>	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. <i>[Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency]</i>
Unit 2: Force & Motion 13 days	2.PS2.A.1 Analyze data to determine how the motion of an object changed by an applied force or the mass of an object.	

Unit 3: Sound 7 days	2.PS4.A.1 Plan and conduct investigations to provide evidence that changes in vibration create change in sound.	
Unit 4: Earth's Surface and Earth's Surface Changes 27 days	2.ESS1.C.1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly. <i>[Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly]</i> 2.ESS2.B.1 Develop a model to represent the shapes and kinds of land and bodies of water in an area.	2.ESS2.A.1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. <i>[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]</i> 2.ESS2.C.1 Obtain information to identify where water is found on Earth and that it can be solid or liquid.
Unit 5: Plants and their Needs 22 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.