



# Diocese of Greensburg Curriculum

## Science Grade 2

Unit	Standards	Content	Skills
<p><b>Structure &amp; Properties of Matter (Physical Science)</b></p>	<p><b>CCSS: ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects K-5</b>  <b>CCSS: Grade 2</b></p> <hr/> <p><b>Reading: Informational Text</b>  <b>Key Ideas and Details</b>  <b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <p>RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p><b>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></p> <p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <hr/> <p><b>NGSS: Science Performance Expectations (2013)</b>  <b>NGSS: Grade 2</b></p> <hr/> <p><b>2. Structure and Properties of Matter</b>  <b>Performance Expectations</b></p>	<ul style="list-style-type: none"> <li>• Solid objects</li> <li>• Liquid objects</li> <li>• Mass</li> <li>• Matter</li> <li>• Evaporation</li> <li>• Condensation</li> <li>• Freezing</li> <li>• Melting</li> <li>• Property</li> <li>• Metric measurement</li> <li>• Natural made</li> <li>• Human made</li> <li>• Particle</li> <li>• Different types of materials</li> <li>• Reversible/Irreversible Interactions</li> </ul>	<p><b>The students will be able to....</b></p> <ul style="list-style-type: none"> <li>• Explore solid objects</li> <li>• Observe, describe and sort objects according to their properties</li> <li>• Use properties of solids to construct successful towers</li> <li>• Investigate liquids in a variety of settings</li> <li>• Discover how liquids change in various containers</li> <li>• Explore the properties of solids and liquids outdoors</li> <li>• Experiment to discover how solids behave when the pieces are small</li> <li>• Examine how particles move in a bottle</li> <li>• Discover how mixtures of particles can be separated</li> <li>• Investigate interactions between solids and water, and liquids and water</li> <li>• Observe, describe, record, and organize results</li> <li>• Investigate melting and freezing of familiar liquids</li> <li>• Look for changes in color and clarity of water when something is mixed in it</li> </ul>

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	<p>2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</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.*</p> <p>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.</p> <p>2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.</p>		
<p><b>Pebbles, Sand,&amp; Silt (Earth &amp; Space Science)</b></p>	<p><b>CCSS: ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects K-5</b> <b>CCSS: Grade 2</b></p> <hr/> <p><b>Reading: Informational Text</b> <b>Key Ideas and Details</b> <b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<ul style="list-style-type: none"> <li>• Rock Cycle</li> <li>• Properties of Rocks</li> <li>• Minerals</li> <li>• Types of Earth Materials</li> <li>• Effect of Weathering</li> <li>• Effect of Erosion</li> <li>• Types of Landforms</li> <li>• Wind</li> <li>• Water</li> <li>• Volcano Formation</li> </ul>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Investigate several kinds of volcanic rock and understand their properties</li> <li>• Organize a class rock collection</li> <li>• Learn about properties of rock</li> <li>• Investigate a mixture of different sized river rocks</li> <li>• Discover how sand is formed</li> <li>• Compare changes of weathering and erosion to rapid changes</li> <li>• Identify sizes of rocks</li> </ul>

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	<p><b>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <p>RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p><b>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></p> <p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>NGSS: Science Performance Expectations (2013)</b>  <b>NGSS: Grade 2</b></p> <hr/> <p><b>2.Earth's Systems: Processes that Shape the Earth</b>  <b>Performance Expectations</b></p> <p>2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</p> <p>2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.*</p> <p>2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.</p> <p>2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		<ul style="list-style-type: none"> <li>• Construct objects using earth materials</li> <li>• Put together and take apart soils</li> <li>• Learn about different ways to represent landforms and bodies of water</li> <li>• Describe ways to reduce erosion</li> </ul>

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<p><b>Insects and Plants (Life Science)</b></p>	<p><b>CCSS: ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects K-5</b>  <b>CCSS: Grade 2</b></p> <hr/> <p><b>Reading: Informational Text</b>  <b>Key Ideas and Details</b>  <b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <p>RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p><b>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></p> <p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>NGSS: Science Performance Expectations (2013)</b>  <b>NGSS: Grade 2</b></p> <hr/> <p><b>2. Interdependent Relationships in Ecosystems</b>  <b>Performance Expectations</b></p> <p>2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.</p> <p>2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.*</p>	<ul style="list-style-type: none"> <li>• Insect Life Cycle</li> <li>• Plants Life Cycle</li> <li>• Stages of Metamorphosis</li> <li>• Need for food and water</li> <li>• Animal Habitats</li> </ul>	<p><b>The students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Investigate the life cycle of the larvae of an insect</li> <li>• Plant a seed and care for the plant</li> <li>• Describe pollination</li> <li>• Observe and record the complete life cycle from seed to seed</li> <li>• Prepare a habitat for insects</li> <li>• Examine the structure, pattern, and behavior as insects go through metamorphosis</li> </ul>

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	2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.		



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