
Coal City Unit District #1
Second Grade
Science Curriculum

SC.2:1 Students will demonstrate an understanding of the relationship between plants and animals in different habitats. (NGSS 2-LS2-2, 2-LS4-1)

- SC.2:1-1 Discuss how animals disperse seeds.
- SC.2:1-2 Recognize different types of seeds.
- SC.2:1-3 Create simple model to show seed dispersal.
- SC.2:1-4 Write a description of model explaining methods of dispersal.
- SC.2:1-5 Identify the different habitats.
- SC.2:1-6 Explain how different plants and animals live in certain habitats.
- SC.2:1-7 Discuss climates influence on habitats.
- SC.2:1-8 Compare and contrast living things in different habitats.

SC.2:2 Students will create an experiment to measure plant growth. (NGSS 2-LS2-1)

- SC.2:2-1 Use tools to measure growth.
- SC.2:2-2 Use tools to measure amount of water given.
- SC.2:2-3 Plant a seed in soil.
- SC.2:2-4 Prepare a plan to determine if sun or water impact growth.
- SC.2:2-5 Predict the outcome of the investigation.
- SC.2:2-6 Compare the variables of the investigation (ie: amount of water and sunlight).
- SC.2:2-7 Analyze the results of the investigation.

SC.2:3 Students will demonstrate an understanding that Earth surface can change. (NGSS 2-ESS1-1, 2-ESS2-1)

- SC.2:3-1 Describe information from media related to volcanic eruptions, earthquakes, weathering, and erosion.
- SC.2:3-2 Recall different types of weathering.
- SC.2:3-3 Participate in an experiment that shows weathering and erosion.
- SC.2:3-4 Discuss possible solutions to prevent weathering and erosion.

SC.2:4 Students will demonstrate an understanding of land formations and bodies of water. (NGSS 2-ESS2-2, 2-ESS2-3)

- SC.2:4-1 Discuss different types of land formations and bodies of water.
- SC.2:4-2 Identify land formations and bodies of water on maps.
- SC.2:4-3 Create a model showing land formations and bodies of water.
- SC.2:4-4 Find bodies of water in solid and liquid forms on maps.
- SC.2:4-5 Explain how different climates affect water.

SC.2:5 Students will demonstrate and understanding of a simple problem and ways to solve it using a tool. (NGSS K-2 ETS1-1, K-2 ETS1-2)

SC.2:5-1 Define a simple problem that can be solved.

SC.2:5-2 Make a chart to gather information on a problem and possible solutions.

SC.2:5-3 Describe simple tools.

SC.2:5-4 Analyze the effectiveness of a tool.

SC.2:5-5 Develop a model of a tool and explain how it works.

SC.2:6 Students will perform a test using tools and analyze the outcomes. (NGSS K-2 ETS1-3)

SC.2:6-1 Perform a test solving a problem.

SC.2:6-2 Collect data from a test designed to solve a problem.

SC.2:6-3 Analyze data from a test designed to solve a problem.

SC.2:6-4 Compare strengths and weaknesses of tools used in the test.

SC.2:7 Students will use their senses to classify objects. (NGSS 2-PS1-1)

SC. 2:7-1 Identify characteristics of a variety of objects (rocks, shells, button).

SC.2:7-2 Determine possible characteristics of various items like buttons (whole class).

SC.2:7-3 Arrange given items, like rocks, into specific groups by characteristics (in partners).

SC.2:7-4 Explain ideas behind grouping to class.

SC.2:8 Students will perform a test to analyze which materials have the properties best suited for a certain purpose. (NGSS 2-PS1-2, 2-PS1-3)

SC.2:8-1 List testable items.

SC.2:8-2 Discuss properties and characteristics of tested items.

SC.2:8-3 Collect and analyze data from a test designed to assess an intended purpose. (ie: buoyancy experiment)

SC.2:8-4 Make two different objects using the same set of pieces.

SC.2:9 Students will demonstrate reversible and irreversible changes caused by heating and cooling. (NGSS 2-PS1-4)

SC.2:9-1 Describe changes caused by heating and cooling.

SC.2:9-2 Define reversible and irreversible changes.

SC.2:9-3 Develop an argument based on observations.