

Joliet Public Schools District 86
Grade 2 Science Curriculum

Unit Title	NGSS Standards	Unit Overview
<p><u>Classifying & Changing Matter</u></p> <p>Trimester 1</p> <p>~ 6 weeks</p>	<ul style="list-style-type: none"> ● <u>PS1-1</u> - Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. ● <u>PS1-2</u> - Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. ● <u>PS1-4</u> - Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. 	<p>This unit introduces matter by focusing on classifying solids, liquids and gasses by their physical properties. It will also be observed that heating and cooling of substances cause changes that are sometimes reversible and sometimes not. By the end of the unit, students will demonstrate that chemical changes are not reversible but most physical changes are.</p>
<p><u>Earth's Systems</u></p> <p>Trimester 2</p> <p>~ 6 weeks</p>	<ul style="list-style-type: none"> ● <u>ESS1-1</u> - Use information from several sources to provide evidence that Earth events can occur quickly or slowly. ● <u>ESS2-1</u> - Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. ● <u>ESS2-2</u> - Develop a model to represent the shapes and kinds of land and bodies of water in an area. ● <u>ESS2-3</u> Obtain information to identify where water is found on Earth and that it can be solid or liquid. 	<p>This unit focuses on different landforms, how they are formed, and how weathering and erosion shape the land. Wind and water can change land quickly or very slowly over time, which connects to the idea that a great variety of objects can be built up from a small set of pieces.</p>
<p><u>Parent/Offspring Survival</u></p> <p>Trimester 3</p> <p>~ 6 weeks</p>	<ul style="list-style-type: none"> ● <u>LS2-1</u> - Plan and conduct an investigation to determine if plants need sunlight and water to grow. ● <u>LS2-2</u> - Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants ● <u>LS4-1</u> - Make an observation of plants and animals to compare the diversity of life in different habitats. 	<p>This unit focuses on how organisms depend on their environment and the factors that allow them to survive and grow. Students will be able to explain how plants depend on animals for pollination or seed dispersal.</p>