



	Unit	Module	Topic Name	Standards	*Pacing
Q1	Living Things in Habitats	1	Habitats	SC.2.L.17.2 , SC.2.N.1.1	5 Days
			Forests and Grasslands	SC.2.L.17.2 , SC.2.N.1.1	5 Days
			Water Habitats	SC.2.L.17.2 , SC.2.N.1.1	5 Days
			Hot and Cold Deserts	SC.2.L.17.2 , SC.2.N.1.1	6 Days
	Plants and Animals	2	Life Cycles and Plants	SC.2.L.16.1 , SC.2.N.1.5	6 Days
Q2	Plants and Animals	3	Life Cycles of Animals	SC.2.L.16.1 , SC.2.N.1.5	6 Days
			Plants and Animal Needs	C.2.L.17.1 , SC.2.N.1.5	6 Days
	The Human Body	4	Skeletal and Muscular Systems	SC.2.L.14.1 , SC.2.N.1.3	5 Days
			Circulatory and Respiratory Systems	SC.2.L.14.1 , SC.2.N.1.3	5 Days
			Nervous and Digestive Systems	SC.2.L.14.1 , SC.2.N.1.3	5 Days
Q3	Earth's Surface	5	Rocks and Minerals	SC.2.E.6.1 , SC.2.N.1.2	4 Days
			Soil	SC.2.E.6.2 , SC.2.E.6.3 , SC.2.N.1.2	4 Days
	Weather Patterns	6	Describe Weather	SC.2.E.7.1 , SC.2.E.7.4 , SC.2.E.7.5 , SC.2.N.1.6	5 Days
			Seasons	SC.2.E.7.1 , SC.2.N.1.6	4 Days
			The Sun	SC.2.E.7.2 , SC.2.E.7.3 , SC.2.N.1.6	5 Days
	Matter	7	Properties of Matter	SC.2.P.8.1 , SC.2.P.8.2 , SC.2.N.1.1	5 Days
	Q4	Matter (Continued)	8	States of Matter	SC.2.P.8.3 , SC.2.P.8.4 , SC.2.P.8.6 , SC.2.N.1.1
Changes to Matter				SC.2.P.9.1 , SC.2.P.8.4 , SC.2.P.8.5 , SC.2.N.1.1	5 Days
Forces and Motion		9	Energy	SC.2.P.10.1 , SC.2.N.1.4	4 Days
			Forces and Motion	SC.2.P.13.1 , SC.2.P.13.4 , SC.2.N.1.4	5 Days
			Gravity	SC.2.P.13.3 , SC.2.N.1.4	4 Days
			Magnetism	SC.2.P.13.2 , SC.2.P.8.1 , SC.2.N.1.4	4 Days

* Pacing based on Elementary Schedule Best Practice: Three(3) science lessons per week, Thirty(30) minutes per lesson



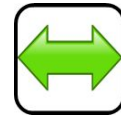
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Science-Grade Two: Quarter 1 Curriculum Map

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Module # 1 Living Things in Habitats							
Q u a r t e r O n e	Instructional Guide	Duration	Standards	Students Do ELL Language Objectives	Students Know	EQ	Assignment
		Habitats	5 days	<p>SC.2.L.17.2- Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.</p> <p>SC.2.N.1.1- Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • participate in activities to sort and classify living things in their environment. • explore and describe different habitats. • explain why living things live in a particular habitat. 	<p>Students will know:</p> <ul style="list-style-type: none"> • that living things are found in different environments. • that living things live in habitats that meet its basic needs such as food and shelter. • different types of habitats and how to describe the habitat. 	What is a habitat?

			LAFS.2.W.3.7 - Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).				
Forests and Grasslands	5 days	SC.2.L.17.2 - Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs. SC.2.N.1.1 * LAFS.2.W.3.7 - Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	The students will be able to: <ul style="list-style-type: none"> • participate in activities to sort and classify living things in their environment. • explore and describe different habitats. • explain why living things live in a particular habitat. 	Students will know: <ul style="list-style-type: none"> • that living things are found in different environments. • that living things live in habitats that meet its basic needs such as food and shelter. • different types of habitats and how to describe the habitat. 	What lives in forests and grasslands?	Science Probe- Forests and Grasslands Performance Task- Animal Research Partner Activity	
Water Habitats	5 days	SC.2.L.17.2 - Recognize and explain that living things are found all over Earth, but each is only able to live in	The students will be able to: <ul style="list-style-type: none"> • participate in activities to sort and classify 	Students will know: <ul style="list-style-type: none"> • that living things are found in different environments. 	What lives in water habitats?	Science Probe- Water Habitats	

		habitats that meet its basic needs. SC.2.N.1.1 * LAFS.2.W.3.7 - Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	<p>living things in their environment.</p> <ul style="list-style-type: none"> ● explore and describe different habitats. ● explain why living things live in a particular habitat. 	<ul style="list-style-type: none"> ● that living things live in habitats that meet its basic needs such as food and shelter. ● different types of habitats and how to describe the habitat. 		Performance Task-Animal Research Partner Activity
Hot and Cold Deserts	6 days	<p>SC.2.L.17.2- Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.</p> <p>SC.2.N.1.1- *</p> <p>LAFS.2.W.3.7 - Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● participate in activities to sort and classify living things in their environment. ● explore and describe different habitats. ● explain why living things live in a particular habitat. 	<p>Students will know:</p> <ul style="list-style-type: none"> ● that living things are found in different environments. ● that living things live in habitats that meet its basic needs such as food and shelter. 	What can live in hot and cold deserts?	<p>Science Probe-Deserts</p> <p>Performance Task-Habitat Wrap-Up</p>

Module # 2 Plants and Animals							
Instructional Guide	Duration	Standards	Students Do ELL Language Objectives	Students Know	EQ	Assignment	
Life Cycles and Plants Note: This lesson includes the use of the leveled reader, “From Seed to Tree”. See Elaborate section for directions on use.	6 days	<p>SC.2.L.16.1- Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.</p> <p>SC.2.N.1.5- Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).</p> <p>LAFS.2.W.3.7 - Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	Students will be able to: <ul style="list-style-type: none"> ● observe the major life cycles of plants. ● draw and label the life cycle of a plant. 	Students will know: <ul style="list-style-type: none"> ● how to observe and describe the major life cycles of a plant. 	How do plants grow and change?	Science Probe- Life Cycles Performance Task- Plant Life Cycle Model	



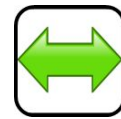
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Module # 2 Plants and Animals <i>(continued)</i>							
Q u a r t e r T w o	Instructional Guide	Duration	Standards	Do	Know	LEQ	Assignment
	Life Cycles of Animals	6 days	SC.2.L.16.1- Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies. SC.2.N.1.5 *	Students will be able to: <ul style="list-style-type: none"> observe the major life cycles of animals. identify the major life cycles of animals. describe the major life cycles of animals. 	Students will know: <ul style="list-style-type: none"> how to identify and describe the different stages that animals, such as butterflies, go through in a life cycle. identify the major life cycles of animals. describe the major life cycles of animals. 	How do animals grow and change?	Science Probe- Life Cycle Stages Performance Task- Picture Cards
	Plants and Animal Needs	6 days	SC.2.L.17.1- Compare and contrast the basic needs that all living things, including humans, have for survival. SC.2.N.1.5 *	Students will be able to: <ul style="list-style-type: none"> demonstrate knowledge that all living things need air, water, food, and space to live and grow. compare and contrast the 	Students will know: <ul style="list-style-type: none"> that all living things need air, water, food, and space to live and grow. how to compare and contrast the basic needs of living things. 	What do all living things need?	Science Probe- What Living Things Need Performance Task- What Living Things Need

				basic needs that all living things have for survival.			
Module # 3 The Human Body							
Instructional Guide	Duration	Standards	Do	Know	LEQ	Assignment	
Skeletal and Muscular Systems	5 days	<p>SC.2.L.14.1- Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions.</p> <p>SC.2.N.1.3- Ask: "How do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify body parts from the skeletal system. • identify body parts from the muscular system. • identify the basic functions of your muscles and skeleton. 	<p>Students will know:</p> <ul style="list-style-type: none"> • that bones protect other organs within the human body. • that a skeleton gives a body shape. • that together, your muscles and skeleton help you move. 	How do your bones and muscles help you move?	<p>Science Probe- Joints</p> <p>Performance Task- Drawing You!</p>	
Circulatory and Respiratory Systems	5 days	<p>SC.2.L.14.1- Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify body parts from the circulatory system with a focus on the heart. • identify body parts from the 	<p>Students will know:</p> <ul style="list-style-type: none"> • that the heart is a muscle that pumps blood throughout your body. • that the lungs are an organ that help you to breathe. 	How does your heart help the blood flow through your body?	<p>Science Probe- Heart and Lungs</p> <p>Performance Task-</p>	

			SC.2.N.1.3 *	respiratory system with a focus on the lungs. <ul style="list-style-type: none"> • identify the basic functions of your heart and lungs. 	<ul style="list-style-type: none"> • that together, the heart and lungs bring oxygen to each part of your body. 		Drawing You!
Nervous and Digestive Systems Note: This lesson includes the use of the leveled reader <i>What Makes You Special?</i> *See Elaborate Section for directions.	5 days	SC.2.L.14.1- Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions. SC.2.N.1.3 *	Students will be able to: <ul style="list-style-type: none"> • identify body parts from the nervous system with a focus on the brain. • identify body parts from the digestive system with a focus on the stomach. • identify the basic functions of your brain and stomach. 	Students will know: <ul style="list-style-type: none"> • that the brain is an organ that sends and receives messages throughout your body. • that the stomach is an organ that helps break down food (digest). 	What are the important jobs of your brain and stomach?	Science Probe-Digestion Performance Task-Drawing You!	



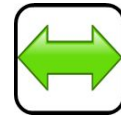
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Q u a r t e r T h r e e	Module # 4 Earth's Surface						
	Instructional Guide	Duration	Standards	Do	Know	LEQ	Assignment
	Rocks and Minerals Note: This lesson includes the use of the leveled reader, <i>Bryce Canyon</i>. See the Elaborate section of the lesson for directions on use.	4 days	SC.2.E.6.1- Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes. SC.2.N.1.2- Compare the observations made by different groups using the same tools.	<ul style="list-style-type: none"> Student will be able to: predict the ways rocks can be sorted and sort them. compare and contrast two different minerals. use what they have learned about rocks and minerals to identify different rocks. 	Students will know: <ul style="list-style-type: none"> how to organize rocks and minerals by their attributes. 	What are rocks and minerals made of?	Science Probe- Rocks Performance Task- Identify the Rock
Soil	4 days	SC.2.E.6.2- Describe how small pieces of rock and dead plant and animal parts can be the basis of soil and explain the process by which soil is formed.	Students will be able to: <ul style="list-style-type: none"> participate in activities to explore the layers of soil. participate in activities to classify different soils. 	Students will know: <ul style="list-style-type: none"> that different soils have different properties. how soil is formed. soil vocabulary; particles, 	What is soil made of?	Science Probe- Soils Performance Task- All About Soil	

		<p>SC.2.E.6.3- Classify soil types based on color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants.</p> <p>SC.2.N.1.2- Compare the observations made by different groups using the same tools.</p>	<ul style="list-style-type: none"> participate in activities to explore the ability of soil to retain water. describe the process in which soil is formed. 	<p>minerals, and decay.</p> <ul style="list-style-type: none"> that different soils support different plants for growth. 		
Module # 5 Weather Patterns						
Instructional Guide	Duration	Standards	Do	Know	LEQ	Assignment
<p>Describe Weather</p> <p>Note: This lesson includes the use of the leveled reader, <i>Bad Weather</i>. See the Elaborate section of the lesson for directions on use.</p>	5 days	<p>SC.2.E.7.1- Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season.</p> <p>SC.2.E.7.4- Investigate that air is all around us and that moving air is wind.</p> <p>SC.2.E.7.5- State the importance of</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> compare and describe the changing patterns in nature that repeat themselves, such as weather conditions. investigate that air is all around us. state the importance of preparing for severe weather. 	<p>Students will know how:</p> <ul style="list-style-type: none"> to understand different weather patterns. 	How can you measure weather?	<p>Science Probe- Temperature Changes</p> <p>Performance Task- Create a Weather Report</p>

		<p>preparing for severe weather, lightning, and other weather related events.</p> <p>SC.2.N.1.6- Explain how scientists alone or in groups are always investigating new ways to solve problems.</p>				
Seasons	4 days	<p>SC.2.E.7.1- Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season.</p> <p>SC.2.N.1.6 -*</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> compare and describe changing patterns in nature that repeat themselves. 	<p>Students will know:</p> <ul style="list-style-type: none"> examples of precipitations to include rain, snow, hail, and sleet. the four seasons and the order and months associated with each season. 	How do seasons differ around the world?	<p>Science Probe- Winter Cold</p> <p>Performance Task- Create a Travel Poster</p>
The Sun	5 days	<p>SC.2.E.7.2- Investigate by observing and measuring, that the Sun's energy directly and indirectly warms the water, land, and air.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> participate in activities to investigate and/or observe the temperature of water, land, and air in and out of 	<p>Students will know:</p> <ul style="list-style-type: none"> that the Sun provides light and heat to Earth. that water, land, and air heat up and cool down 	How does the Sun heat Earth?	<p>Science Probe- What Happened to the Puddle?</p> <p>Performance Task- Model the Water Cycle</p>

		<p>SC.2.E.7.3- Investigate, observe and describe how water left in an open container disappears (evaporates), but water in a closed container does not disappear (evaporate).</p> <p>SC.2.N.1.6- *</p>	<p>direct sunlight.</p> <ul style="list-style-type: none"> participate in activities to observe and describe (record with pictures, words, numbers, etc) evaporation in open and closed containers in direct and indirect sunlight. 	<ul style="list-style-type: none"> differently. that the sun heats water which leads to evaporation in open containers. the definition of evaporation. 			
Module # 6 Matter							
Instructional Guide	Duration	Standards	Do	Know	LEQ	Assignment	

	Properties of Matter	5 days	<p>SC.2.P.8.1- Observe and measure objects in terms of their properties, including size, shape, color, temperature, weight, texture, sinking or floating in water, and attraction and repulsion of magnets.</p> <p>SC.2.P.8.2- Identify objects and materials as solid, liquid, or gas.</p> <p>SC.2.N.1.1-*</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> participate in activities that measure the listed properties of matter (size, shape, color, temp., weight, texture, sinking or floating in water, and attractions and repulsion of magnets. participate in activities that classify objects as solid, liquid, or gas. 	<p>Students will know:</p> <ul style="list-style-type: none"> the science tools used for measurement and that the metric system is used in these measurements. the states of matter. 	How do we describe matter?	<p>Science Probe- What is Matter?</p> <p>Performance Task- What's in the Bag?</p>
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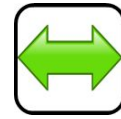
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Module # 6 Matter <i>(continued)</i>							
Q u a r t e r F o u r	Instructional Guide	Duration	Standards	Do	Know	LEQ	Assignment
	States of Matter	5 days	SC.2.P.8.3- Recognize that solids have a definite shape and that liquids and gases take the shape of their container. SC.2.P.8.4- Observe and describe water in its solid, liquid, and gaseous states. SC.2.P.8.6- Measure and compare the volume of liquids using containers of various shapes and sizes. SC.2.N.1.1-*	Students will be able to: <ul style="list-style-type: none"> participate in activities to investigate how liquids/gases take the shape of their containers. use tools of measure to investigate the volume of water. compare equal volumes of water using different shapes and sizes of containers. participate in activities to investigate how water changes states. 	Students will know: <ul style="list-style-type: none"> that solids have a definite shape. that liquids and gases take the shape of their container. the definition of volume. the metric units for measuring volume (mL). the three states of water. 	What are the properties of solids, liquids, and gases?	Science Probe- Is It a Solid?
	Changes to Matter	5 days	SC.2.P.9.1- Investigate that materials can be altered to change some of their	Students will be able to : <ul style="list-style-type: none"> participate in activities to alter 	Students will know: <ul style="list-style-type: none"> the definition of altered. 	How can matter change?	Science Probe- Melted Butter

	<p>Note: This lesson includes the use of the leveled reader, <i>Make a Pizza</i>. See the Explain section of the lesson for directions on use.</p>		<p>properties, but not all materials respond the same way to any one alteration.</p> <p>SC.2.P.8.4-Observe and describe water in its solid, liquid, and gaseous states.</p> <p>SC.2.P.8.5-Measure and compare temperatures taken every day at the same time.</p> <p>SC.2.N.1.1-*</p>	<p>the properties of materials.</p> <ul style="list-style-type: none"> compare how alterations affect materials differently. measure and compare temperatures taken every day at the same time. 	<ul style="list-style-type: none"> how properties change. there are physical and chemical changes and how this affects the property of the material. 		<p>Performance Task- Draw the Sequence</p>
	Module # 7 Energy, Forces, and Motion						
	Instructional Guide	Duration	Standards	Do	Know	LEQ	Assignment
Energy	4 days	SC.2.P.10.1- Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.	<p>Students will be able to:</p> <ul style="list-style-type: none"> participate in demonstrations to observe how energy is used. give examples of how people use energy. 	<p>Students will know:</p> <ul style="list-style-type: none"> the definition of electricity and energy. 	How do people use energy?	Science Probe- Heat	

		SC.2.N.1.4- Explain how particular scientific investigations should yield similar conclusions when repeated.				
Forces and Motion	5 days	<p>SC.2.P.13.1- Investigate the effect of applying various pushes and pulls on different objects.</p> <p>SC.2.P.13.4- Demonstrate that the greater the force (push or pull) applied to an object, the greater the change in motion of the object.</p> <p>SC.2.N.1.4-*</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> participate in activities that use push and pull motions. participate in activities that involve changing the amount of force and measuring the change in motion. 	<p>Students will know:</p> <ul style="list-style-type: none"> the definition of push and pull. the difference between a push and pull. that the stronger push/pull applied, will result in a greater change of motion. that a push or pull can start, change, or stop the motion of an object. 	How does pushing and pulling move an object?	<p>Science Probe- Objects That Move</p> <p>Performance Task- Effects of Forces</p>
Gravity	4 days	SC.2.P.13.3- Recognize that objects are pulled toward the ground unless something holds them up.	<p>Students will to:</p> <ul style="list-style-type: none"> gravity is the force that pulls objects toward Earth. examples of objects that are 	<p>Students will Know:</p> <ul style="list-style-type: none"> explore how objects are held up above the ground. participate in activities 	What force holds you on Earth?	Science Probe- Objects at Rest

		SC.2.N.1.4-*	held up above the ground.	where different objects are pulled toward the ground.		
<p>Magnetism</p> <p>Note: This lesson includes the use of the leveled reader, <i>Magnets Attract!</i> See the Explain section of the lesson for directions on use.</p>	4 days	<p>SC.2.P.13.2- Demonstrate that magnets can be used to make some things move without touching them.</p> <p>SC.2.P.8.1- Observe and measure objects in terms of their properties, including size, shape, color, temperature, weight, texture, sinking or floating in water, and attraction and repulsion of magnets.</p> <p>SC.2.N.1.4-*</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● explore with magnets and investigate; what materials are attracted to magnets, where the poles are located, and how they can make objects move with magnets. ● explain that a magnet can move something without touching it. The student will be able to explain that some objects are attracted to magnets while others are not. 	<p>Students will know:</p> <ul style="list-style-type: none"> ● magnets can attract and repel. ● magnets have a north and south pole. ● that some materials are attracted to magnets and some are not. ● a property of an object can be that it is attracted to magnets. 	How can you use a magnet?	Science Probe- Magnet and Paper Clip