

**Science Curriculum Guide
Grade 2**

State Standards	St. Louis Park Outcomes	District-Wide, Common Assessments	Units/Topics/Activities	Materials and Resources
IV. LIFE SCIENCE E. Biological Populations Change Over Time Standard: The student will understand that biological populations change over time.	No isolated outcome – concept of Extinction must be taught	No assessment	“Digging up Dinosaur Bones” www.atozteacherstuff.com/Themes/Dinosaurs/ and/or SEDL Dinosaurs unit www.sedl.org/scimath/paso/partners/dinosaurs/	PSI – Houghton Mifflin Theme 5 ¿Qué pasó a los dinosaurios de Patricio?
II. PHYSICAL SCIENCE D. Motion Standard: The student will know that objects move in various ways.	Demonstrate an understanding of motion	FOSS end-of-unit written Assessment BALANCE & MOTION?	FOSS Balance and motion: Investigations 2 and 3 (Balance is optional)	
I. HISTORY & NATURE OF SCIENCE B. Scientific Inquiry Standard: The student will raise questions about the natural world, make careful observations and seek answers.	**Identify different stages of the life cycle of an insect **Identify characteristics of an insect **Identify properties of air **Identify weather conditions using common instruments	End of module unit assessment INSECTS (entire written assessment) End of module unit assessment AIR AND WEATHER (entire written assessment/question 11) FOSS end-of-unit performance assessment questions #1,3,4 (2 optional)	FOSS Insects: Investigations 1, 5, 3 (2, 4, and 6 optional) Insects Websites: http://www.living-jewels.com/ http://www.pbrc.hawaii.edu/bemf/microangela/ http://www.bugbios.com/ http://www.pbs.org/wnet/nature/alienempire/ Weather Westwood – Aquatic Invertebrates (scoop and dip) (optional)	
IV. LIFE SCIENCE B. Diversity of Organisms Standard: The student will recognize that plants and animals have life cycles.	**Identify different stages of the life cycle of an insect	See above	FOSS Insects (See websites listed above)	
III. EARTH & SPACE SCIENCE A. Earth Structure and Processes Standard: The student will recognize basic Earth materials.	**Identify properties of air	FOSS End-of-unit written assessment question #11	FOSS Air and Weather: Investigation 1	
IV. LIFE SCIENCE C. Interdependence of Life Standard: The student will	Identify the basic needs of living things	Possible assessment: FOSS End-of-unit “interview assessment” INSECTS	FOSS Insects (See websites listed above) Environments of living things	

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understand that organisms live in different environments.				
IV. LIFE SCIENCE G. Human Organism Standard: The student will recognize that people have basic needs.	Identify the basic needs of living things	See above		When studying insects, extend the discussion to include human needs
III. EARTH & SPACE SCIENCE B. The Water Cycle, Weather, and Climate Standard: The student will investigate weather conditions	Identify weather conditions using common instruments	See above		FOSS Air and Weather: Investigations 2 (all parts) and 3 (part 2 and part 4) Investigation 4 – optional
II. PHYSICAL SCIENCE A. Structure of Matter Standard: The student will understand that objects can be sorted and classified based on their properties.	Mathematics Outcome: Sort, classify, and compare two- and three-dimensional objects	Unit 17?		TrailBlazers Mathematics Sorting – Unit 3 Buttons and Unit 13 Lids
IV. LIFESCIENCE F. Flow of Matter & Energy Standard: The student will investigate feeding relationships among organisms.	No isolated outcome – concept of Food Chain must be taught. Embedded in the Westwood trip	No assessment		Insect unit can be expanded to make the predator-prey learning clear to students Westwood – Aquatic Invertebrates (scoop and dip) (optional)

**Scoring Criteria on PowerSchool website
(ESPN)**