

Grade 2 Curriculum Map					
Earth Science: Pebbles, sand and Silt - FOSS					
Key concepts	Standards	Assessment	Content	Skills	Lessons
Students will understand....		Students will demonstrate their learning by...	Students will know....	Students will be able to....	
the composition, properties, and uses of Earth's materials.	S.3.D.1.1.1: Recognize that rock is composed of different kinds of minerals.	*Teacher observation *Student sheets *Sorting activity	the composition, properties, and uses of rocks and minerals.	*identify the properties of rocks.	Investigation 1
	S.3.D.1.1: Describe various materials that make up Earth.	*Student sheets *Teacher observation *Notebooks		*observe changes in rocks.	Investigation 1
	S.3.D.1.1.1:	*Student sheets *Teacher observation *Sorting activity *Notebooks		*classify rocks based on properties.	Investigation 1
	S.3.D.1.1	*Student sheets *Teacher observation *Notebooks		*categorize rocks based on properties.	Investigation 2
		*Student sheets *Teacher observation *Notebooks		*identify ways that Earth's materials are used as building materials.	Investigation 3
	S4.D.1.1.3: Describe the composition of soil as weathered rock and decomposed organic remains.	*Student sheets *Teacher observation *Notebooks		*describe the composition of soil as weathered rock and decomposed organic remains.	Investigation 2 Investigation 4

the properties of soil and its importance for plants.	S.3.D.1.1.2: Describe the composition of soil as weathered rock and decomposed organic material. S.3.3.1.A1: Observe, describe, and sort earth materials. Compare the composition of different soils. S3.3.K.A1: Distinguish between three types of earth materials - rock, soil, and sand.	*Student sheets *Teacher observation *Notebooks	the properties of soils.	*identify the composition of soil: weathered rock, decomposed organic material, etc.	Investigation 4
		*Student sheets *Teacher observation *Notebooks		*compare and contrast the properties of different soil types (e.g. sand, clay, compost).	Investigation 2 Investigation 4
		*Student sheets *Teacher observation *Notebooks		*compare soil samples from different locations.	Investigation 4
			how plant growth is related to soil properties.	*compare plant growth in different soils.	
				*compare root growth in different soils.	

Physical Science: Changes - Carolina

Key concepts	Standards	Assessment	Content	Skills	Lessons
Students will understand....		Students will demonstrate their learning by...	Students will know....	Students will be able to....	
	S3.C.1.1.3: Classify a substance as a solid, liquid, or gas. 3.2.2.A5: Recognize that everything is made of matter.	*Teacher observation		*explain that solids, liquids, and gases are the states of matter most commonly encountered on Earth.	Lesson 1

ter.

S4.C.1.1: Describe observable physical properties of matter. 3.2.1.A1: Observe and describe the properties of liquids and solids. Investigate what happens when solids are mixed with water and other liquids are mixed with water.	*Class Chart *Record Sheets
S3.C.1.1.4: Recognize and identify how water goes through phase changes (i.e., evaporation, condensation, freezing, and melting). S3.C.1.1.5: Describe how the properties of matter can be changed (e.g., heating, cooling, physical weathering). 3.2.1.A3: Identify how heating, melting, cooling, etc., may cause changes in properties of materials. S4.A.1.3.3: Observe and describe the change to objects caused by temperature change or light.	*Teacher observation *Record Sheets *Notebooks
S.3.C.1.1.1 S3.C.1.1.1: Describe matter in terms of its observable properties (e.g., weight, mass, shape, size, color, texture, state).	*Teacher observation *Record sheets *Notebooks

that matter can exist in different states.

anges.

*experience and identify matter in each state.	Lesson 1 Lesson 3 Lesson 13
*produce temperature changes that will result in a change in the state of matter.	Lesson 2 Lesson 3 Lesson 8 Lesson 14
*recognize the difference between physical and chemical properties.	Lesson 1 Lesson 4 Lesson 6 Lesson 9 Lesson 12 Lesson 13 Lesson 14

the properties and changes of matter

S.3.A.3.1.3 3.2.2.A4: Experiment and explain what happens when two or more substances are combined (e.g. mixing, dissolving, and separated (e.g. filtering, evaporation)).	*Teacher observation *Record sheets *Notebooks
S.3.C.1.1 3.2.2.A4: Experiment and explain what happens when two or more substances are combined (e.g. mixing, dissolving, and separated (e.g. filtering, evaporation)).	*Teacher observation *Record sheets *Notebooks
S.3.C.1.1 3.2.2.A4: Experiment and explain what happens when two or more substances are combined (e.g. mixing, dissolving, and separated (e.g. filtering, evaporation)).	*Teacher observation *Record sheets *Notebooks
S.3.C.1.1.1	*Teacher observation *Record sheets *Notebooks
S.3.C.1.1 when solids are mixed with water and other	*Teacher observation *Record sheets

the differences between physical and chemical properties and changes

*experience screening, filtering and evaporation as a way to separate mixtures.	Lesson 3 Lesson 4 Lesson 6 Lesson 9 Lesson 11
*recognize that there are differences between mixtures and solutions through various combinations of solids, liquids, and gases.	Lesson 4 Lesson 5 Lesson 6 Lesson 11 Lesson 15 Lesson 16
*explain that materials can be identified by their physical and chemical properties.	Lesson 1 Lesson 5 Lesson 12 Lesson 14
*describe objects by hardness and reactions to simple chemical tests.	Lesson 7
*recognize water as the most common solvent on the Earth.	

	<p>liquids are mixed with water. 3.2.1.A1: Observe and describe the properties of liquids and solids. Investigate what happens 3.2.2.A4: Experiment and explain what happens when two or more substances are combined (e.g. mixing, dissolving, and separated (e.g. filtering, evaporation)).</p>	<p>*Notebooks</p>	<p>understand solubility.</p>	<p>*explore factors that influence solubility.</p>	<p>Lesson 6 Lesson 7 Lesson 8</p>
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Life Science: Life Cycle of Butterflies - STC

Key concepts	Standards	Assessment	Content	Skills	Lessons
Students will understand....		Students will demonstrate their learning by...	Students will know....	Students will be able to....	
	<p>S.3.B.1.1: Identify and describe the similarities and differences of living things and their life processes.</p>	<p>*Activity Sheets *Notebooks *Teacher observation</p>	<p>ic growth patterns.</p>	<p>*explain that caterpillars represent one stage of a butterflies life cycle.</p>	Lessons 1-6
	<p>S.3.B.1.1.4: Describe how plants and animals go through life cycles.</p>	<p>*Activity Sheets *Notebooks *Teacher observation</p>		<p>*observe and learn that butterflies form and emerge from a chrysalis.</p>	Lessons 7-9

the life cycles of organisms.	S.3.B.1.1.1: Identify and describe the functions of basic structures of animals and plants.	*Activity Sheets *Notebooks *Teacher observation	plants and animals have specific	*identify the structures of a butterfly that provide means for essential life functions.	Lessons 9-12
	S.3.B.2.1.1				
	S.3.B.1.1.4	*Teacher observation *Record sheets *Notebooks		*illustrate life cycles for various animals (e.g. insects, amphibians, mammals).	Lesson 1 Lesson 13 Lesson 15
			*illustrate life cycles for various plants (e.g. beans, sunflowers, Brassica).	Lesson 15	
	S.3.B.2.2: Identify characteristics that are inherited.	*Teacher observation *Record sheets *Notebooks	that plants and animals closely resemble their parents.	*identify characteristics that appear in both parents and offspring.	Lesson 9 Lesson 14
	S.3.B.1.1.2: Classify living things based on their similarities and differences.	*Teacher observation *Record sheets *Notebooks		*identify physical characteristics that differ between groups of animals and/or plants(e.g. between guppies and goldfish, or carnivores and herbivores).	Lesson 11 Lesson 14