

2nd Grade Science
2026-2027
Mandy Lewis

Unit 1: Land & Water		Time: August-October
Standards Taught		
2-ESS2-2 Obtain and evaluate information about the shapes and kinds of land and bodies of water in your local areas. 2-ESS2-3 Obtain information to identify where water is found on Earth and that it can be solid, liquid, or gas.		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.	Our classroom is set up with each student having their own desk with whole group discussion. At the end of each unit we will conduct a lab experiment and students will work in small groups.	- Reading the lessons - Answering comprehension questions - Participating in class discussions - Science Labs
Relevance	Vocabulary	Assessments
Children will learn about land and water.	- Landscape - Slope - Map - Symbol - Compass Rose - Landform - Continents - Island - Mountain - Valley - Plain - Canyon - Ocean - Lake - Pond - River - Stream - Glacier	- Workbook comprehension questions - Class discussions - Observations
Essential Questions: - How can we describe the shape of land and water on Earth? - How can we describe the land around us? - How can we describe the shapes of land on Earth? - Where can we find water on Earth and is it solid or liquid?		

Unit 2: Properties of Materials		Time: October-December
Standards Taught		
• 2-PS1-1 Plan and carry out an investigation to describe and classify different kinds of materials by their observable properties. • 2-PS1-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. • K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. • 2-PS1-3 Construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. • 2-PS1-4 Construct an evidenced-based argument using reasoning and evidence that some changes caused by heating or cooling can be reversed and some cannot.		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.	Our classroom is set up with each student having their own desk with whole group discussion. At the end of each unit we will conduct a lab experiment and students will work in small groups.	• Reading the lessons • Answering comprehension questions • Participating in class discussions • Science Labs
Relevance	Vocabulary	Assessments
Children will explain materials and how they are chosen for use according to their properties.	- Absorb - Liquid - Property - Solid - Texture - Flexible - Strong	• Assemble • Disassemble • Cool • Heat • Reversible • Temperature
Essential Questions: • How do the properties of materials determine how people use them? • What are the different ways we can sort and classify materials? • How do people use materials? • What changes can happen to materials? • How can pieces be arranged in different ways? • How can heating and cooling change materials?		

Unit 3: Landscape Changes		Time: January-March	
Standards Taught			
2-ESS1-1 Use information from several sources to construct an explanation that Earth events like volcanic eruptions, earthquakes, weather, and erosion can occur quickly or slowly. 2-ESS2-1 Compare multiple solutions to develop a model designed to slow or prevent wind or water from changing the shape of the land. - K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.			
Differentiation/Assessment:	Classroom Management and Environment:		What will the students be doing?
Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.	Our classroom is set up with each student having their own desk with whole group discussion. At the end of each unit we will conduct a lab experiment and students will work in small groups.		- Reading the lessons - Answering comprehension questions - Participating in class discussions - Science Labs
Relevance	Vocabulary		Assessments
Children will use what they learned to construct explanations and design solutions for erosion.	- Erosion - Weathering - Earthquake - Erupt - Flood - Landslide	- Volcano - Natural Resource - Prevention - Solution	- Workbook comprehension questions - Class discussions - Observations
Essential Questions:			
- How does Earth’s landscape change? - How can Earth’s landscape change quickly? - How can people help to slow or prevent changes to Earth’s landscape?			

Unit 4: Plants in Landscapes		Time: March-May	
Standards Taught			
2-LS2-1 Plan and carry out an investigation to determine if plants need sunlight and water to grow 2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. - K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.			
Differentiation/Assessment:	Classroom Management and Environment:		What will the students be doing?
Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.	Our classroom is set up with each student having their own desk with whole group discussion. At the end of each unit we will conduct a lab experiment and students will work in small groups.		- Reading the lessons - Answering comprehension questions - Participating in class discussions - Science Labs
Relevance	Vocabulary		Assessments
Children will understand that plants and animals help each other. Animals can help disperse seeds to help plants grow. Plants can help animals survive.	- Leaf - Mineral - Nutrient - Root - Stem - Dispense - Flower - Pollen - Pollination - Seed - Habitat	- Shelter - Survive - Arctic - Desert - Forest - Grassland - Fresh Water - Ocean - Pond - River - Salt Water	- Workbook comprehension questions - Class discussions - Observations
Essential Questions: - What do plants need from their habitats? - What do plants need to grow? - What do animals do to help pollinate plants & disperse seeds? - What do living things need to survive in their habitat? - What kinds of living things are found near us? - What living things can be found in a land habitat? - What plants & animals live in a water habitat?			