Science A–Z

GRADE 2

Correlation with National Science Standards

Use the chart below to find Science A–Z units that best support the Next Generation Science Standards topics at grade 2 and several featured resources from those units that provide strong connections. Each Performance Expectation in the chart represents all three dimensions: Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts.*

TIP Storylines from Science A–Z present a coherent sequence of lessons that target the bundle of Performance Expectations within each topic at grade 2. They include:

- *Sorting, Making, and Changing Objects* (Structure and Properties of Matter)
- *Plants and Animals: Diversity and Interactions* (Interdependent Relationships in Ecosystems)
- *Earth's Land and Water* (Earth's Systems: Processes that Shape the Earth)

2. Structure and Properties of Matter		
Performance Expectations	**Disciplinary Core Ideas**	**Science A–Z Units** (Featured Resources)
2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	PS1.A: Structure and Properties of Matter	**K–2 Properties** (Unit Nonfiction Books; *So Many Shoes* FOCUS Book; *Homes Around the World* FOCUS Book; Concept Books; *Classifying Objects* Process Activity)
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.	PS1.A: Structure and Properties of Matter	**K–2 Properties** (*Properties of Dog Toys* Project-Based Learning Pack; *I Made It!* FOCUS Book; *Let's Make Pictures* FOCUS Book; *Toys* Investigation Pack; *House of Wood* Debate) **K–2 Doing Work** (*Building a House* FOCUS Book)
2-PS1-3. Make observations to 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.	PS1.A: Structure and Properties of Matter	**K–2 Properties** (*Toys* Investigation Pack; *Properties of Dog Toys* Project-Based Learning Pack; *House of Wood* Debate)
2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	PS1.B: Chemical Reactions	**K–2 Energy** (Unit Nonfiction Books; *Heat in the Kitchen* FOCUS Book) **K–2 Properties** (*States of Matter* Interactive Science Lesson)

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2. Interdependent Relationships in Ecosystems		
Performance Expectations	**Disciplinary Core Ideas**	**Science A–Z Units** (Featured Resources)
2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.	LS2.A: Interdependent Relationships in Ecosystems	**K–2 Plants** (*Plants, Water, and Sunlight* Process Activity, *City Gardening* FOCUS Book)
2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.	LS2.A: Interdependent Relationships in Ecosystems	**K–2 Plants** (*How Animals Spread Seeds* Project-Based Learning Pack) **3–4 Plant Life** (*Traveling Seeds* FOCUS Book; *Pollinators* FOCUS Book)
	ETS1.B: Developing Possible Solutions	**K–2 Plants** (*How Animals Spread Seeds* Project-Based Learning Pack) **3–4 Plant Life** (*Traveling Seeds* FOCUS Book; *Pollinators* FOCUS Book)
2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.	LS4.D: Biodiversity and Humans	**K–2 Animals** (*Animals of the Ice and Snow* FOCUS Book; *Rainforest Home* Quick Reads) **K–2 Plants** (Unit Nonfiction Books; Concept Books; *Plants in the Desert* Quick Reads) **3–4 Plant Life** (Unit Nonfiction Books; *Air Plants* FOCUS Book)

2. Earth's Systems: Processes that Shape the Earth		
Performance Expectations	**Disciplinary Core Ideas**	**Science A–Z Units** (Featured Resources)
2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.	ESS1.C: The History of Planet Earth	**K–2 Earth's Surface** (Unit Nonfiction Books; *Arches National Park* FOCUS Book; *Impact Craters* FOCUS Book)
2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.	ESS2.A: Earth Materials and Systems	**K–2 Earth's Surface** (*Erosion Control* Process Activity; *Along the Coast* FOCUS Book)
	ETS1.C: Optimizing the Design Solution	**K–2 Earth's Surface** (*Erosion Control* Process Activity; *Along the Coast* FOCUS Book)
2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.	ESS2.B: Plate Tectonics and Large-Scale System Interactions	**K–2 Earth's Surface** (*Bodies of Water* Investigation Pack; Concept Books; *Caves* Quick Reads; *Islands* Quick Reads; *Valleys* FOCUS Book)
2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.	ESS2.C: The Roles of Water in Earth's Surface Processes	**K–2 Earth's Surface** (*Bodies of Water* Investigation Pack; Concept Books) **K–2 Living/Non-Living** (*Wonderful Water* FOCUS Book)