

Correlation with National Science Standards

Use the chart below to find Science A–Z units that best support the Next Generation Science Standards* 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.

Second Grade Topics: "How does land change and what are some things that cause it to change? What are the different kinds of land and bodies of water? How are materials similar and different from one another, and how do the properties of the materials relate to their use? What do plants need to grow? How many types of living things live in a place?"

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 (<i>So Many Shoes</i> FOCUS Book; <i>Homes Around the World</i> FOCUS Book; Nonfiction Books; Concept Books; <i>Classifying Objects</i> 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 (<i>Properties of Dog Toys</i> Project-Based Learning Pack; <i>I Made It!</i> FOCUS Book; <i>Let’s Make Pictures</i> FOCUS Book; <i>Toys</i> Investigation Pack; <i>House of Wood</i> Debate) K–2 Doing Work (<i>Building a House</i> 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 (<i>Toys</i> Investigation Pack; <i>Properties of Dog Toys</i> Project-Based Learning Pack; <i>House of Wood</i> 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 (Nonfiction Books; <i>Heat in the Kitchen</i> FOCUS Book) K–2 Properties (<i>States of Matter</i> 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 (<i>Plants, Water, and Sunlight</i> Process Activity, <i>City Gardening</i> 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 (<i>How Animals Spread Seeds</i> Project-Based Learning Pack) 3–4 Plant Life (<i>Traveling Seeds</i> FOCUS Book; <i>Pollinators</i> FOCUS Book)
	ETS1.B: Developing Possible Solutions	K–2 Plants (<i>How Animals Spread Seeds</i> Project-Based Learning Pack) 3–4 Plant Life (<i>Traveling Seeds</i> FOCUS Book; <i>Pollinators</i> 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 (<i>Animals of the Ice and Snow</i> FOCUS Book; <i>Rainforest Home</i> Quick Reads) K–2 Plants (Nonfiction Books; Concept Books; <i>Plants In the Desert</i> Quick Reads) 3–4 Plant Life (Nonfiction Books; <i>Air Plants</i> 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 (Nonfiction Books; <i>Arches National Park</i> FOCUS Book; <i>Impact Craters</i> 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 (<i>Erosion Control</i> Process Activity; <i>Along the Coast</i> FOCUS Book)
	ETS1.C: Optimizing the Design Solution	K–2 Earth's Surface (<i>Erosion Control</i> Process Activity; <i>Along the Coast</i> 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 (<i>Bodies of Water</i> Investigation Pack; Concept Books; <i>Caves</i> Quick Reads; <i>Islands</i> Quick Reads; <i>Valleys</i> 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 (<i>Bodies of Water</i> Investigation Pack; Concept Books) K–2 Living/Non-Living (<i>Wonderful Water</i> FOCUS Book)