|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Strand 1: Inquiry Process****Concept 1:** Observations, Questions, and Hypotheses | **S1C1PO** **1.** Formulate relevant questions about the properties of objects, organisms, and events in the environment **M** | I can createquestions about the properties of objects, organisms, and events in the environment | ComprehensionSynthesis | MacMillan/McGraw-Hill, Science – A Closer Look, grade 2, Inquiry Process, pages 3-16, Chapters 1, 2, 3, & 4<http://www.rockingham.k12.va.us/curriculum-resources.html>[www.sciencebuddies.org](http://www.sciencebuddies.org) | organismenvironmentobservationsquestionshypothesis |
| **Strand 1: Inquiry Process****Concept 1:** Observations, Questions, and Hypotheses | **S1C1PO 2**. Predict the results of An investigation (e.g., in Animal life cycles, phases of matter, the water cycle). **M** | I can predict the results of an investigation. | ApplicationComprehensionKnowledgeSynthesis | MacMillan/McGraw-Hill, Science – A Closer Look, grade 2, Inquiry Process, pages 3-16<http://www.rockingham.k12.va.us/curriculum-resources.html>[www.sciencebuddies.org](http://www.sciencebuddies.org) | predictresultslife cyclesphaseswater cycle |
| **Strand 1: Inquiry Process****Concept 2:** Scientific Testing (Investigating and Modeling) | **S12PO 1**. Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry **M** | I can show safe behavior and procedures. | ApplicationComprehension | MacMillan/McGraw-Hill, Science – A Closer Look, grade 2, Inquiry Process, pages 3-16Classroom Rules <http://www.rockingham.k12.va.us/curriculum-resources.html>[www.sciencebuddies.org](http://www.sciencebuddies.org) | safe behaviorproceduresinstrumentsmaterialsorganisms |
| **Strand 1: Inquiry Process****Concept 2:** Scientific Testing (Investigating and Modeling) | **S1C2PO** **2.** Participate in guided investigations in life, physical, and Earth and space sciences. **M** | I can participate in guided investigations. | ApplicationComprehensionAnalysis | MacMillan/McGraw-Hill, Science – A Closer Look, grade 2, Inquiry Process, pages 3-16, Ch 1 Les 3, Ch 2 Les 3, Ch 4 Les 3<http://www.rockingham.k12.va.us/curriculum-resources.html>[www.sciencebuddies.org](http://www.sciencebuddies.org) | investigationslifephysicalEarthspace science |
| **Strand 1: Inquiry Process****Concept 2:** Scientific Testing (Investigating and Modeling) | **S1C2PO** **3.** Use simple tools such as rulers, thermometers, magnifiers, and balances to collect data (U.S. customary units). **M** | I can use simple tools to collect data. | ApplicationAnalysisSynthesis | MacMillan/McGraw-Hill, Science – A Closer Look, grade 2, Inquiry Process, pages 3-16<http://www.rockingham.k12.va.us/curriculum-resources.html>[www.sciencebuddies.org](http://www.sciencebuddies.org) | toolsrulersthermometersmagnifiersbalancesdata |
| **Strand 1: Inquiry Process****Concept 2:** Scientific Testing (Investigating and Modeling) | **S1C2PO** **4**. Record data from guided investigations in an organized and appropriate format (e.g., lab book, log, notebook, chart paper). **M** | I can record data from guided investigations inan organized format. | ApplicationSynthesisComprehension | MacMillan/McGraw-Hill, Science – A Closer Look, grade 2, Inquiry Process, pages 3-16, Ch 1 L3, Ch 2 L3, Ch 4 L2, Ch 4 L3<http://www.rockingham.k12.va.us/curriculum-resources.html>[www.sciencebuddies.org](http://www.sciencebuddies.org) | record datainvestigationslab book lognotebook |
| **Strand 1: Inquiry Process****Concept 3:** Analysis and Conclusions | **S1C3PO** **1**. Organize data using graphs (i.e., pictograph, tally chart), tables, and journals. **M** | I can organize data using graphs. | ApplicationComprehensionKnowledge | MacMillan/McGraw-Hill, Science – A Closer Look, grade 2, Inquiry Process, pages 3-16, 141Interactive Science Notebook<http://www.rockingham.k12.va.us/curriculum-resources.html>[www.sciencebuddies.org](http://www.sciencebuddies.org) | analysisconclusionsgraphs pictographtablesjournals  |
| **Strand 1: Inquiry Process****Concept 3:** Analysis and Conclusions | **S1C3PO** **2.** Construct reasonableexplanations of observations on the basis of data obtained (e.g., Based on the data, does this makes sense? Could this really happen?) **M** | I can explain my observations of data. | ApplicationComprehensionSynthesis | MacMillan/McGraw-Hill, Science – A Closer Look, grade 2, Inquiry Process, pages 3-16, 129, 171<http://www.rockingham.k12.va.us/curriculum-resources.html>[www.sciencebuddies.org](http://www.sciencebuddies.org) | reasonable explanationsobservations  |
| **Strand 1: Inquiry Process****Concept 3:** Analysis and Conclusions | **S1C3PO** **3**. Compare the results of the investigation to predictions made prior to the investigation. **M** | I can compare the results of the investigation to my predictions. | ComprehensionAnalysisEvaluation | MacMillan/McGraw-Hill, Science – A Closer Look, grade 2, Inquiry Process, pages 3-16, Ch 1, 2, 3, & 4<http://www.rockingham.k12.va.us/curriculum-resources.html>[www.sciencebuddies.org](http://www.sciencebuddies.org) | investigationpredictionsprior |
| **Strand 1: Inquiry Process****Concept 3:** Analysis and Conclusions | **S1C3PO** **4.** Generate questions For possible future Investigations based on the conclusions of the investigation. **M** | I can develop questions for future investigations using what I learned. | SynthesisApplicationKnowledge | MacMillan/McGraw-Hill, Science – A Closer Look, grade 2, Inquiry Process, pages 3-16, 148<http://www.rockingham.k12.va.us/curriculum-resources.html>[www.sciencebuddies.org](http://www.sciencebuddies.org) | generatefuture investigationconclusions |
| **Strand 1: Inquiry Process****Concept 4:** Communication | **S1C4PO** **1**. Communicate the results and conclusions of an investigation (e.g., verbal, drawn, or written). **M** | I can share the results and conclusions of an investigation. | KnowledgeComprehensionApplication | MacMillan/McGraw-Hill, Science – A Closer Look, grade 2, Inquiry Process, pages 3-16, 29, Ch 2, Ch 3<http://www.rockingham.k12.va.us/curriculum-resources.html>[www.sciencebuddies.org](http://www.sciencebuddies.org) | communicate resultsconclusions verbal drawnwritten |
| **Strand 1: Inquiry Process****Concept 4:** Communication | **S1C4PO** **2.** Communicate with other groups to describe the results of an investigation. **M** | I can share the results of an investigation with others. | KnowledgeComprehensionApplication | MacMillan/McGraw-Hill, Science – A Closer Look, grade 2, Inquiry Process, pages 3-16, 29, Ch 2, Ch 3<http://www.rockingham.k12.va.us/curriculum-resources.html>[www.sciencebuddies.org](http://www.sciencebuddies.org) | communicateresults conclusions |
| **Strand 2: History and Nature of Science** **Concept 1:** History of Science as a Human Endeavor  | **S2C1PO** **1.** Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations  **M** | I can identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations | KnowledgeComprehensionApplication | MacMillan/McGraw-Hill, Science – A Closer Look, grade 2, Inquiry Process, Ch 2 pages 66 – 67, Ch 3 pp. 110 – 111, Ch 4 pp. 126 – 127 StoryTown Lesson 19 | diversescientific innovations |
| **Strand 2: History and Nature of Science** **Concept 1:** History of Science as a Human Endeavor | **S2C1PO** **2**. Identify science-related career opportunities.  **M** | I can identify science-related career opportunities | KnowledgeComprehensionApplication | MacMillan/McGraw-Hill, Science – A Closer Look, grade 2, Inquiry Process, Ch 2 pages 66 – 67 & 82, Ch 3 pp. 110 – 111, Ch 4 pp. 126 – 127 [www.marinecareers.net](http://www.marinecareers.net)jobs.aol.com/Articles&News | careeropportunities |
| Strand 2: History and Nature of Science**Concept 2: Nature of Scientific Knowledge** | **S2C2PO** **1**. Identify components of familiar systems (e.g.*,* organs of the digestive system, bicycle). **M** | I can identify components of familiar systems. | KnowledgeComprehensionAnalysis | MacMillan/McGraw-Hill, Science – A Closer Look, grade 2, Systems in the Body, pages R8 – R11Kidshealth.org>Kids>How the Body Workswww.kidskonnect.com/subject...31/...337-human-body.html | componentssystemsorgansdigestive |
| **Strand 2: History and Nature of Science** **Concept 2:** Nature of Scientific Knowledge | **S2C2PO** **2**. Identify the following characteristics of a system* consists of multiple parts or subsystems
* parts work interdependently

**M** | I can identify the following characteristics of a system: \*consists of multiple parts or subsystems \* parts work interdependently | KnowledgeComprehensionAnalysis | MacMillan/McGraw-Hill, Science – A Closer Look, grade 2, Systems in the Body, pages R8 – R11Kidshealth.org>Kids>How the Body Workswww.kidskonnect.com/subject...31/...337-human-body.html | systemmultiple partssubsystemsinterdependently |
| **Strand 2: History and Nature of Science****Concept 2:** Nature of Scientific Knowledge | **S2C2PO** **3**. Identify parts of a system too small to be seen (e.g.*,* plant and animal cells). **M** | I can identify parts of a system too small to be seen. | KnowledgeComprehensionAnalysis | MacMillan/McGraw-Hill, Science – A Closer Look, grade 2, Systems in the Body, Ch 1 Les 1, Ch 12 Les 3 & 4[http://www.rockingham.k12.va.us/resources /elementary/2science](http://www.rockingham.k12.va.us/resources%20/elementary/2science)www.proteacher.org/c/461-Human-Body-Systems.html | systemcells |
| **Strand 3: Science in Personal and Social Perspectives** **Concept 2:** Science and Technology in Society  | **S3C2PO** **1.** Analyze how various technologies impact aspects of people’s lives (e.g.*,* entertainment, medicine,transportation, communication). **M** | I can analyze how various technologies impact aspects of people’s lives. | AnalysisKnowledgeComprehension | MacMillan/McGraw-Hill, Science – A Closer Look, grade 2, pp. 3 – 148 www.macmillanmh.com/tlxnews/.../how-does-technology-affect-life-2 | technologiesimpact |
| **Strand 3: Science in Personal and Social Perspectives** **Concept 2:** Science and Technology in Society  | **S3C2PO** **3.** Identify a simple problem that could be solved by using a suitable tool. **M** | I can identify a simple problem that could be solved by using a suitable tool. | KnowledgeAnalysisApplication | MacMillan/McGraw-Hill, Science- A Closer Look, grade 2, pp. 3 – 148 [www.coe.uh.edu/archive/science/science.../finalhome.htm](http://www.coe.uh.edu/archive/science/science.../finalhome.htm)[www.mos.org/sin/Leonardo/inventorsToolbox.html](http://www.mos.org/sin/Leonardo/inventorsToolbox.html)[www.wired.com/wiredscience/2011/04/orangutan-tools-fishing/](http://www.wired.com/wiredscience/2011/04/orangutan-tools-fishing/) | simple problemsolvedsuitable tool |
| **Strand 5: Physical Science****Concept 1:** Properties of Objects and Materials | **S5C1PO** **1**. Describe objects in terms of measurable properties (e.g.*,* length, volume, weight, temperature) using scientific tools.**C, M** | I can describe objects using tools that measure.  | KnowledgeComprehensionApplication | MacMillan/McGraw-Hill, Science- A Closer Look, grade 2, Using Simple Machines, pages 376 - 389 | describe objectsmeasurable propertiesscientific tools |
| **Strand 5: Physical Science****Concept 1:** Properties of Objects and Materials | **S5C1PO** **2**. Classify materials as solids, liquids,or gases.**C, M** | I can classify materials as solids, liquids, or gases.  | AnalysisComprehensionApplication | MacMillan/McGraw-Hill, Science- A Closer Look, grade 2, Solids, Liquids and Gases, pages 300- 315[www.brainpopjr.com/science/matter/solidsliquidsandgases/](http://www.brainpopjr.com/science/matter/solidsliquidsandgases/)[www.fossweb.com/modulesk-2/SolidsandLiquids/index.html](http://www.fossweb.com/modulesk-2/SolidsandLiquids/index.html)www.sciencekids.co.nz/gamesactivities/gases.html | classify materialssolids liquids gases |
| **Strand 5: Physical Science****Concept 1:** Properties of Objects and Material | **S5C1PO** **3**. Demonstrate that water can exist as a:* gas – vapor
* liquid – water
* solid – ice

**C, M** | I can demonstrate that water as gas, liquid or solid.  | ApplicationAnalysisComprehension | MacMillan/McGraw-Hill, Science- A Closer Look, grade 2, Solids, Liquids and Gases, pages 300- 315[www.brainpopjr.com/science/matter/solidsliquidsandgases/](http://www.brainpopjr.com/science/matter/solidsliquidsandgases/)[www.fossweb.com/modulesk-2/SolidsandLiquids/index.html](http://www.fossweb.com/modulesk-2/SolidsandLiquids/index.html)[www.sciencekids.co.nz/gamesactivities/gases.html](http://www.sciencekids.co.nz/gamesactivities/gases.html) | demonstrate existgas-vaporliquid-watersolid-ice |
| **Strand 5: Physical Science****Concept 1:** Properties of Objects and Materials | **S5C1PO** **4**. Demonstrate that solids have a definite shape and that liquids and gases take the shape of their containers.**C, M** | I can show that solids have a shape and that liquids and gases take the shape of their containers.  | ApplicationAnalysisComprehension | MacMillan/McGraw-Hill, Science- A Closer Look, grade 2, Solids, Liquids and Gases, pages 300- 315[www.brainpopjr.com/science/matter/solidsliquidsandgases/](http://www.brainpopjr.com/science/matter/solidsliquidsandgases/)[www.fossweb.com/modulesk-2/SolidsandLiquids/index.html](http://www.fossweb.com/modulesk-2/SolidsandLiquids/index.html)[www.sciencekids.co.nz/gamesactivities/gases.html](http://www.sciencekids.co.nz/gamesactivities/gases.html)[www.newhavenscience.org/21solidliquidoverview.pdf](http://www.newhavenscience.org/21solidliquidoverview.pdf) | demonstratesolidsdefinite shapecontainers |