

2nd Grade Standards Correlated to Classes at McDowell Environmental Center



Aquatic Adventures

NGSS

2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.

ACOS

SC.2.7. Obtain information from literature and other media to illustrate that there are many different kinds of living things and that they exist in different places on land and in water.

SC.2.9. Create models to identify physical features of Earth.

MSF

2.I.1. Develop abilities necessary to conduct scientific investigations.

TASS

2.LS2.2. Predict what happens to animals when the environment changes.

2.ESS2,3. Compare simple maps of different land areas to observe the shapes and kinds of land and water.

2.ETS1,1. Define a simple problem that can be solved through the development of a new or improved object or tool by asking questions, making observations, and gather accurate information about a situation people want to change.

GPS

S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

S2CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

S2CS5. Students will communicate scientific ideas and activities clearly.

S2CS6. Students will be familiar with the character of scientific knowledge and how it is achieved.

S2CS7. Students will understand the important features of the process of scientific inquiry.

GSE

S2L1.A. Ask questions to determine the sequence of the life cycle of common animals in your area.

Rock Query

2nd Grade Standards Correlations

NGSS=Next Generation Science Standards, ACOS=Alabama Course of Study, GPS=Georgia Performance Standards, MSF=Mississippi Science Framework, TASS=Tennessee Academic Standards for Science, GSE=Georgia Standards of Excellence

NGSS

2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.

ACOS

SC.2.1. Conduct an investigation to describe and classify various substances according to physical properties.

SC.2.7. Obtain information from literature and other media to illustrate that there are many different kinds of living things and that they exist in different places on land and in water.

SC.2. 8. Make observations from media to obtain information about Earth's events that happen over a short period of time or over a time period longer than one can observe.

SC.2.9. Create models to identify physical features of Earth.

MSF

1.ES.4. Develop an understanding of the properties of Earth materials, objects in the sky, and changes in Earth and sky.

3.ES.4.B. Compare and contrast changes in Earth's surface that are due to slow processes and rapid processes.

2.ES.4.B Describe the three layers of the Earth.

2.I.1. Develop abilities necessary to conduct scientific investigations.

TASS

2.LS2.1. Develop and use models to compare how animals depend on their surroundings and other living things to meet their needs in the places they live.

2.LS2.2. Predict what happens to animals when the environment changes.

2.ESS1,1, Recognize that some of Earth's natural processes are cyclical, while others have a beginning and end. Some events happen quickly, while others occur slowly over time.

2.ESS2,3, Compare simple maps of different land areas to observe the shapes and kinds of land and water.

2.ETS1,1, Define a simple problem that can be solved through the development of a new or improved object or tool by asking questions, making observations, and gather accurate information about a situation people want to change.

GPS

S2P1. Students will investigate the properties of matter and changes that occur in objects.

S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

S2CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

S2CS5. Students will communicate scientific ideas and activities clearly.

S2CS6. Students will be familiar with the character of scientific knowledge and how it is achieved.

S2CS7. Students will understand the important features of the process of scientific inquiry.

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GSE

S2P1. Obtain, evaluate, and communicate information about the properties of matter and changes that occur in objects.

S2L1.A. Ask questions to determine the sequence of the life cycle of common animals in your area.

S2E3. Obtain, evaluate, and communicate information about how weather, plants, animals, and humans cause changes to the environment.

Down to Earth

NGSS

2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.

ACOS

SC.2. 8. Make observations from media to obtain information about Earth's events that happen over a short period of time or over a time period longer than one can observe.

SC.2.9. Create models to identify physical features of Earth.

MSF

3.ES.4.B. Compare and contrast changes in Earth's surface that are due to slow processes and rapid processes.

2.I.1. Develop abilities necessary to conduct scientific investigations.

TASS

2.ESS1,1, Recognize that some of Earth's natural processes are cyclical, while others have a beginning and end. Some events happen quickly, while others occur slowly over time.

2.ESS2,3, Compare simple maps of different land areas to observe the shapes and kinds of land and water.

2.ETS1,1, Define a simple problem that can be solved through the development of a new or improved object or tool by asking questions, making observations, and gather accurate information about a situation people want to change.

GPS

S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

S2CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

S2CS5. Students will communicate scientific ideas and activities clearly.

S2CS6. Students will be familiar with the character of scientific knowledge and how it is achieved.

S2CS7. Students will understand the important features of the process of scientific inquiry.

GSE

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S2E3. Obtain, evaluate, and communicate information about how weather, plants, animals, and humans cause changes to the environment.

Forest Connections

NGSS

2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

ACOS

SC.2.6. Design and conduct models to simulate how animals disperse seeds or pollinate plants.

SC.2.7. Obtain information from literature and other media to illustrate that there are many different kinds of living things and that they exist in different places on land and in water.

MSF

2.LS.3. Develop and demonstrate an understanding of the characteristics, structures, cycles, and environments of organisms.

2.LS.3.D. Compare the life cycles of plant and animals. E. Investigate and explain the interdependence of plants and animals.

2.I.1. Develop abilities necessary to conduct scientific investigations.

TASS

2.LS2.1. Develop and use models to compare how animals depend on their surroundings and other living things to meet their needs in the places they live.

2.LS2.2. Predict what happens to animals when the environment changes.

2.ETS1,1. Define a simple problem that can be solved through the development of a new or improved object or tool by asking questions, making observations, and gather accurate information about a situation people want to change.

GPS

S2L1. Students will investigate the life cycles of different living organisms.

S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

S2CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

S2CS5. Students will communicate scientific ideas and activities clearly.

S2CS6. Students will be familiar with the character of scientific knowledge and how it is achieved.

S2CS7. Students will understand the important features of the process of scientific inquiry.

GSE

S2L1.A. Ask questions to determine the sequence of the life cycle of common animals in your area.

S2L1. Obtain, evaluate, and communicate information about the life cycles of different living organisms. C. Construct an explanation of an animal's role in dispersing seeds or in the pollination of plants

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Meet a Tree

NGSS

2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

ACOS

SC.2.6. Design and conduct models to simulate how animals disperse seeds or pollinate plants.

SC.2.7. Obtain information from literature and other media to illustrate that there are many different kinds of living things and that they exist in different places on land and in water.

MSF

2.LS.3. Develop and demonstrate an understanding of the characteristics, structures, cycles, and environments of organisms.

2.I.1. Develop abilities necessary to conduct scientific investigations.

TASS

2.LS2.1. Develop and use models to compare how animals depend on their surroundings and other living things to meet their needs in the places they live.

2.LS2.2. Predict what happens to animals when the environment changes.

GPS

S2L1. Students will investigate the life cycles of different living organisms.

S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

S2CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

S2CS5. Students will communicate scientific ideas and activities clearly.

S2CS6. Students will be familiar with the character of scientific knowledge and how it is achieved.

S2CS7. Students will understand the important features of the process of scientific inquiry.

GSE

S2L1.A. Ask questions to determine the sequence of the life cycle of common animals in your area.

Big Screen

NGSS

ACOS

TASS

MSF

2.ES.4. Develop an understanding of the properties of Earth materials, objects in the sky, and changes in Earth and sky.

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GPS

S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

GSE

Hop, Slither, and Slide

NGSS

2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

ACOS

SC.2.6. Design and conduct models to simulate how animals disperse seeds or pollinate plants.

MSF

2.LS.3. Develop and demonstrate an understanding of the characteristics, structures, cycles, and environments of organisms.

TASS

2.LS2.1. Develop and use models to compare how animals depend on their surroundings and other living things to meet their needs in the places they live.

GPS

S2L1. Students will investigate the life cycles of different living organisms.

S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

GSE

Other Day Classes with Flexible Lesson Plans Addressing a Variety of Standards

Authors and Explorers

Canoeing

Mysterious Medley

Nature Hike

Navigation

Survival Skills

Value of a Tree

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