2nd Grade Standards Correlated to Classes at MEC

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.

MCCRF

L.2.1. Students will demonstrate an understanding of the classification of animals based on physical characteristics L.2.1.1. Compare and sort groups of animals with backbones from groups of animals without backbones.
L.2.2. Students will demonstrate an understanding of how living things change in form as they go through the general stages of a life cycle.
L2.3A. Students will demonstrate an understanding of the interdependence of living things and the environment in which they live.
L.2.4. Students will demonstrate an understanding of the ways animals adapt to their environment in order to survive.

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

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.

MCCRF

L2.3A. Students will demonstrate an understanding of the interdependence of living things and the environment in which they live.
E.2.10 Students will demonstrate an understanding of how humans use Earth’s resources.

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 chages that occur in objects.
S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these trates 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
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.

MCCRF
L2.3A. Students will demonstrate an understanding of the interdependence of living things and the environment in which they live.
E.2.10 Students will demonstrate an understanding of how humans use Earth’s resources.

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 trates 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

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

Animals In Motion

NGSS

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

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.

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 sand animals. E. Investigate and explain the interdependence of plants and animals.
2.I.1. Develop abilities necessary to conduct scientific investigations.

MCCRS

L.2.1. Students will demonstrate an understanding of the classification of animals based on physical characteristics

L2.1.3. Compare and contrast physical characteristics that distinguish classes of vertebrates
L.2.1.4. Construct a scientific argument for classifying vertebrates that have unusual characteristics, such as bats, penguins, snakes, salamanders, dolphins, and duck-billed platypuses.

L.2.2.1. Use observations through informational texts and other media to observe the different stages of the life cycle of trees to construct explanations and compare how trees change and grow over time.

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 trates 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

Our Galaxy

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

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.

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.