
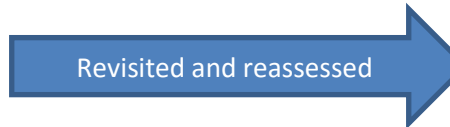



St. Johns County School District, Grade 2, Science Year-at-a-Glance 2016-2017

I = Introduce A = Assess I/A = Introduce and Assess this quarter

Quarter 1 (47 Days)	Quarter 2 (43 Days)	Quarter 3 (44 Days)	Quarter 4 (46 Days)
<p>Nature of Science Big Idea #1 - The Practice of Science (I/A)</p> <p>Earth Science Big Idea #6 - Earth Structures (I/A)</p> <p>Earth Science Big Idea #7 - Earth Systems and Patterns (I/A)</p>	<p style="text-align: center;"> Revisited and reassessed</p> <p>Physical Science Big Idea #8 - Properties of Matter (I/A)</p> <p>Big Idea #9 – Changes in Matter (I/A)</p>	<p style="text-align: center;"> Revisited and reassessed</p> <p>Life Science Big Idea #14 - Organization and Development of Living Organisms (I/A)</p> <p>Big Idea #16 - Heredity & Reproduction (I)</p> <p>Big Idea #17 – Interdependence</p>	<p style="text-align: center;"> Revisited and reassessed</p> <p>Physical Science Big Idea #10 - Forms of Energy (I/A)</p> <p>Big idea #13 - Forces and Changes in Motion (I/A)</p> <p>Life Science Big Idea #16 - Heredity & Reproduction (A)</p>
<p>SC.2.E.6.1- Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes. (I/A)</p>	<p>SC.2.P.8.1- Observe and measure objects in terms of their properties, including size, shape, color,</p>	<p>SC.2.L.14.1- Distinguish human body parts (brain, heart, lungs, stomach,</p>	<p>SC.2.L.16.1- Observe and describe major stages in the life cycles of</p>

<p>SC.2.E.6.2- Describe how small pieces of rock and dead plant and animal parts can be the basis of soil and explain the process by which soil is formed. (I/A)</p> <p>SC.2.E.6.3- Classify soil types based on color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants. (I/A)</p> <p>SC.2.E.7.1- Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, from day to day and from season to season. (I/A)</p> <p>SC.2.E.7.2- Investigate by observing and measuring, that the Sun’s energy directly and indirectly warms the water, land, and air. (I/A)</p> <p>SC.2.E.7.3- Investigate, observe and describe how water left in an open container disappears (evaporates), but water in a closed container does not disappear (evaporate). (I/A)</p> <p>SC.2.E.7.4- Investigate that air is all around us and that moving air is wind. (I/A)</p> <p>SC.2.E.7.5- State the importance of preparing for severe weather, lightning, and other weather-related events. (I/A)</p>	<p>temperature, weight, texture, sinking or floating in water, and attraction and repulsion of magnets. (I/A)</p> <p>SC.2.P.8.2- Identify objects and materials as solid, liquid, or gas. (I/A)</p> <p>SC.2.P.8.3- Recognize that solids have a definite shape and that liquids and gases take the shape of their container. (I/A)</p> <p>SC.2.P.8.4- Observe and describe water in its solid, liquid, and gaseous states. (I/A)</p> <p>SC.2.P.8.5- Measure and compare temperatures taken every day at the same time. (I/A)</p> <p>SC.2.P.8.6- Measure and compare the volume of liquids using containers of various shapes and sizes. (I/A)</p> <p>SC.2.P.9.1 - Investigate that materials can be altered to change some of their properties, but not all materials respond the same way to any one alteration. (I/A)</p>	<p>muscles, and skeleton) and their basic functions. (I/A)</p> <p>SC.2.L.16.1- Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies. (I)</p> <p>SC.2.L.17.1- Compare and contrast the basic needs that all living things, including humans, have for survival. (I/A)</p> <p>SC.2.L.17.2- Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet their basic needs. (I/A)</p>	<p>plants and animals, including beans and butterflies. (A)</p> <p>SC.2.P.10.1- Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars. (I/A)</p> <p>SC.2.P.13.1- Investigate the effect of applying various pushes and pulls on different objects. (I/A)</p> <p>SC.2.P.13.2- Demonstrate that magnets can be used to make some things move without touching them. (I/A)</p> <p>SC.2.P.13.3- Recognize that objects are pulled toward the ground unless something holds them up. (I/A)</p> <p>SC.2.P.13.4- Demonstrate that the greater the force (push or pull) applied to an object, the greater the change in motion of the object. (I/A)</p>
<p>ONGOING STANDARDS:</p> <p>SC.2.N.1.1- Raise questions about the natural world, investigate them in</p>	<p>ONGOING STANDARDS:</p> <p>SC.2.N.1.1- Raise questions about the natural world, investigate them in</p>	<p>ONGOING STANDARDS:</p> <p>SC.2.N.1.1- Raise questions about the natural world, investigate them in</p>	<p>ONGOING STANDARDS:</p> <p>SC.2.N.1.1- Raise questions about the natural world, investigate them in</p>

<p>teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations. (I/A)</p> <p>SC.2.N.1.2- Compare the observations made by different groups using the same tools. (I/A)</p> <p>SC.2.N.1.3- Ask “how do you know?” in appropriate situations and attempt reasonable answers when asked the same question by others. (I/A)</p> <p>SC.2.N.1.4- Explain how particular scientific investigations should yield similar conclusions when repeated. (I/A)</p> <p>SC.2.N.1.5- Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think). (I/A)</p> <p>SC.2.N.1.6- Explain how scientists alone or in groups are always investigating new ways to solve problems. (I/A)</p>	<p>teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations. (A)</p> <p>SC.2.N.1.2- Compare the observations made by different groups using the same tools. (A)</p> <p>SC.2.N.1.3- Ask “how do you know?” in appropriate situations and attempt reasonable answers when asked the same question by others. (A)</p> <p>SC.2.N.1.4- Explain how particular scientific investigations should yield similar conclusions when repeated. (A)</p> <p>SC.2.N.1.5- Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think). (A)</p> <p>SC.2.N.1.6- Explain how scientists alone or in groups are always investigating new ways to solve problems. (A)</p>	<p>teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations. (A)</p> <p>SC.2.N.1.2- Compare the observations made by different groups using the same tools. (A)</p> <p>SC.2.N.1.3- Ask “how do you know?” in appropriate situations and attempt reasonable answers when asked the same question by others. (A)</p> <p>SC.2.N.1.4- Explain how particular scientific investigations should yield similar conclusions when repeated. (A)</p> <p>SC.2.N.1.5- Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think). (A)</p> <p>SC.2.N.1.6- Explain how scientists alone or in groups are always investigating new ways to solve problems. (A)</p>	<p>teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations. (A)</p> <p>SC.2.N.1.2- Compare the observations made by different groups using the same tools. (A)</p> <p>SC.2.N.1.3- Ask “how do you know?” in appropriate situations and attempt reasonable answers when asked the same question by others. (A)</p> <p>SC.2.N.1.4- Explain how particular scientific investigations should yield similar conclusions when repeated. (A)</p> <p>SC.2.N.1.5- Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think). (A)</p> <p>SC.2.N.1.6- Explain how scientists alone or in groups are always investigating new ways to solve problems. (A)</p>
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