

PRESCOTT UNIFIED SCHOOL DISTRICT
District Instructional Guide
Date Revised: 6/01/15

Grade Level: 2nd	Subject: Science	Time: 2015-2016	Core Text:
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Time	Strand:	Concept:	Skills (Verbs)	Standards	Assessments
Q1-4	Strand 1: Inquiry Process	Concept 1: Observations, Questions, and Hypotheses	<ul style="list-style-type: none"> ● Formulate relevant questions about the properties of objects, organisms, and events of the environment using observations and prior knowledge ● Predict the results of an investigation (e.g., in animal life cycles, phases of matter, the water cycle) 	S1C1PO1 S1C1PO2	
Q1-4	Strand 2: Inquiry Process	Concept 2: Scientific Testing (Investigating and Modeling)	<ul style="list-style-type: none"> ● Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry ● Participate in guided investigations in life, physical, and Earth and space sciences ● Use simple tools such as rulers, thermometers, magnifiers, and balances to collect data (US customary units) ● Record data from guided investigations in an organized and appropriate format (e.g., lab book, log, notebook, chart paper) 	S1C2PO1 S1C2PO2 S1C2PO3 S1C2PO4	
Q1-4	Strand 1: Inquiry Process	Concept 3: Analysis and Conclusions	<ul style="list-style-type: none"> ● Organize data using graphs (i.e., pictograph, tally chart) tables, and journals ● Construct reasonable explanations of 	S1C3PO1 S1C3PO2	

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			<p>observations on the basis of data obtained (e.g., Based on the data, does this make sense? Could this really happen?)</p> <ul style="list-style-type: none"> ● Compare the results of the investigation to predictions made prior to the investigation ● Generate questions for possible future investigations based on the conclusions of the investigation 	<p>S1C3PO3</p> <p>S1C3PO4</p>	
Q1-4	Strand 1: Inquiry Process	Concept 4: Communication	<ul style="list-style-type: none"> ● Communicate the results and conclusions of an investigation (e.g., verbal, drawn, or written) ● Communicate with other groups to describe the results of an investigation 	<p>S1C4PO1</p> <p>S1C4PO2</p>	
Q1-4	Strand 2: History and Nature	Concept 2: Nature of Scientific Knowledge	<ul style="list-style-type: none"> ● Identify components of familiar systems (e.g., organs of the digestive system, bicycle) ● Identify the following characteristics of a system: <ul style="list-style-type: none"> * consists of multiple parts or subsystems * parts work interdependently ● Identify parts of a system too small to be seen (e.g., plant and animal cells) 	<p>S2C2PO1</p> <p>S2C2PO2</p> <p>S2C2PO3</p>	
Q1	Strand 4: Earth and Space Science	Concept 1: Changes in the Earth and Sky	<ul style="list-style-type: none"> ● Measure weather conditions (e.g., temperature, precipitation) ● Record weather conditions (e.g., temperature, precipitation) ● Identify the following types of clouds: <ul style="list-style-type: none"> * cumulus * stratus 	<p>S6C3PO1</p> <p>S6C3PO2</p> <p>S6C3PO3</p>	

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			<ul style="list-style-type: none"> * cirrus ● Analyze the relationship between clouds, temperature, and weather patterns 	S6C3PO4	
Q2	Strand 5: Physical Science	Concept 1: Properties of Objects and Materials	<ul style="list-style-type: none"> ● Describe objects in terms of measureable properties (e.g., length, volume, weight, temperature) using scientific tools ● Classify materials as solids, liquids, or gases ● Demonstrate that water can exist as a <ul style="list-style-type: none"> * gas - vapor * liquid - water * solid - ice ● Demonstrate that solids have a definite shape and that liquids and gases take the shape of their containers 	S5C1PO1 S5C1PO2 S5C1PO3 S5C1PO4	
Q3	Strand 4: Life Science	Concept 3: Characteristics of Organisms	<ul style="list-style-type: none"> ● identify animal structures that serve different functions (e.g., sensory, defense, locomotion) ● Identify the following major parts: <ul style="list-style-type: none"> * digestive system - mouth, esophagus, stomach, small and large intestines * respiratory system - nose, trachea, lungs, diaphragm * circulatory system - heart, arteries, veins, blood ● Describe the basic functions of the following systems: <ul style="list-style-type: none"> * digestive - breakdown and absorption of <ul style="list-style-type: none"> food, disposal of waste * respiratory- exchange of oxygen and carbon dioxide 	S4C1PO1 S4C2PO2 S4C3PO3	

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			* circulatory - transportation of nutrients and oxygen throughout the body		
Q4	Strand 4: Life Science	Concept 2: Life Cycles	<ul style="list-style-type: none"> ● Describe the life cycles of various insects ● Describe the life cycles of various mammals ● Compare the life cycles of various organisms 	S4C2PO1 S4C2PO2 S4C2PO3	
Q4	Strand 3: Science in Personal and Social Perspectives	Concept 2: Science and Technology in Society	<ul style="list-style-type: none"> ● Analyze how various technologies impact aspects of people's lives (e.g., entertainment, medicine, transportation, communication) ● Describe important technological contributions made by people, past, and present: <ul style="list-style-type: none"> * automobile - Henry Ford * airplane - Wilbur and Orville Wright * telephone - Alexander G. Bell ● Identify a simple problem that could be solved by using a suitable tool 	S3C2PO1 S3C2PO2 S3C2PO3	