

Curriculum

Content Area:	SCIENCE AND TECHNOLOGY	Grade Level:	2
MLR Content Standard:	A. UNIFYING THEMES: Students will be able to apply the concepts of systems, models, constancy and change and scale to further science and technological understanding		
MLR Performance Indicators	WSD Benchmarks The student will	Instruction Level*	Common Assessment
<i>Instruction Levels: I = Introduced; R = Reinforced; E = Evaluated through a Documented Classroom Activity; D = District Common Assessment</i>			
A2a	Describe how toys and pictures are like the real things they model only in some ways.	R	
A2a, A4a	Compare and contrast biomes of the world (tundra, ocean, desert, and forest).	R,E	
A2b	Explain how a model can be used to learn something about real things.	R	
A4a	Compare different sizes, weights, ages, and speeds of natural things.	R,E	

*Codes indicate the highest instructional level of that grade level and may include an earlier level of instruction.

Curriculum

Content Area:	SCIENCE AND TECHNOLOGY	Grade Level:	2
MLR Content Standard:	B. THE SKILLS AND TRAITS OF SCIENTIFIC INQUIRY AND TECHNOLOGICAL DESIGN: Students will have the ability to plan, conduct, analyze data from and communicate results of in-depth scientific investigations and use a systematic process, tools, equipment, and a variety of materials to create a technological design producing a solution to meet a specified need.		
MLR Performance Indicators	WSD Benchmarks The student will	Instruction Level*	Common Assessment
<i>Instruction Levels: I = Introduced; R = Reinforced; E = Evaluated through a Documented Classroom Activity; D = District Common Assessment</i>			
B1a-f	Conduct simple experiments using the scientific method.	R,E	
B2 a-e	Use simple tools to solve a problem or create a product.	I,R,E	

*Codes indicate the highest instructional level of that grade level and may include an earlier level of instruction.

Curriculum

Content Area:	SCIENCE AND TECHNOLOGY	Grade Level:	2
MLR Content Standard:	C. THE SCIENTIFIC AND TECHNOLOGICAL ENTERPRISE: Students will understand the history and nature of scientific knowledge and technology, the processes of inquiry and technological design, and the impacts science and technology have on society and the environment.		
MLR Performance Indicators	WSD Benchmarks The student will	Instruction Level*	Common Assessment
<i>Instruction Levels: I = Introduced; R = Reinforced; E = Evaluated through a Documented Classroom Activity; D = District Common Assessment</i>			
C1a-d	Explain how scientists conduct investigations, develop explanations, and communicate with other scientists and the importance of following directions carefully (Scientific Method).	R,E	
C2e	Compare objects that occur in nature and objects that have been made by people.	I,R,E	
C3a-d	Describe how people and the environment impact each other and how science and technology affect people.	I,R,E	
C4a	Examine how people use science in their lives.	I,R,E	

*Codes indicate the highest instructional level of that grade level and may include an earlier level of instruction.

Curriculum

Content Area:	SCIENCE AND TECHNOLOGY	Grade Level:	2
MLR Content Standard:	D. THE PHYSICAL SETTING: Students will understand the universal nature of matter, energy, force and motion, and will be able to identify how these relationships are exhibited in Earth Systems, in the solar system and throughout the universe.		
MLR Performance Indicators	WSD Benchmarks The student will	Instruction Level*	Common Assessment
<i>Instruction Levels: I = Introduced; R = Reinforced; E = Evaluated through a Documented Classroom Activity; D = District Common Assessment</i>			

*Codes indicate the highest instructional level of that grade level and may include an earlier level of instruction.

Curriculum

Content Area:	SCIENCE AND TECHNOLOGY	Grade Level:	2
MLR Content Standard:	E. THE LIVING ENVIRONMENT: Students will understand that cells are the basic unit of life, that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms and that these organisms create an interdependent web through which matter and energy flow. They will understand their similarities and differences as humans to the other organisms and their interconnections to these webs.		
MLR Performance Indicators	WSD Benchmarks The student will	Instruction Level*	Common Assessment
<i>Instruction Levels: I = Introduced; R = Reinforced; E = Evaluated through a Documented Classroom Activity; D = District Common Assessment</i>			
E1a	Point out some likenesses and differences in appearance and behavior among plants and among animals.	R,E	
E1b	Describe different kinds of environments and the different external features that help plants and animal thrive in those environments.	R,E	
E2	Explain that living things are found almost everywhere in the world, although there may be somewhat different kinds in different places.	I,R,E	
E2a	Explain that animals eat plants or other animals for food and may also use other animals for shelter and nesting.	I,R	
E2b	Describe different animals and plants that live in different parts of the world.	I,R,E	
E2c	Describe the relationship of plants and animals to water, food, and light.	I,R	
E3b	List the basic things that most organisms need to survive, no matter what their size: •Water, food, and air. •Animals eat plants or other animals to survive.	I,R,E	
E5	Describe similarities and differences among and between present day and past organisms that help(ed) them live in their environment.	I,R,E	

*Codes indicate the highest instructional level of that grade level and may include an earlier level of instruction.