

Science Content Map For Grade 2 – Year At A Glance

Month	Aug/Sept	Sept/Oct	Oct/Nov	Nov/Dec	Dec
Subject: Unit/Strand	Social Studies Constitutional Democracy	Science Plants Interdependent Relationships	Social Studies Constitutional Democracy, Governance Systems, Geographical Study	Social Studies History ,Geography & Peoples/Groups/Cultures	Science Force and Motion
Essential Question or Unit of Study	What does it mean to act as a responsible citizen in our community and nation?	How do changes in light, water, soil, and animal activity affect plants?	What are the responsibilities of government leaders?	How have the lives of Native Americans changed over time?	How do mass and force affect the motion of objects?
Estimated # of Sessions	14-18	22-27	13-18	13-18	5-9
GLEs Bundled Into This Unit	See pg. 8-9	See pg. 24	See pg. 12-13	See pg. 14-15	See pg. 27
Teaching Resources (Lesson Plans, Teaching Materials & Printables)	J: Teachers: Social Studies K-2 Resources: Second Grade Social Studies: Grade 2 Constitutional Democracy- Responsible Citizenship	www.mysteryscience.com Plant Adventures Mysteries 1-5 J:Teachers: Science K-2 Resources: Second Grade Science: Plants Interdependent Relationships CJ	J: Teachers: Social Studies K-2 Resources: Second Grade Social Studies: Grade 2 Government Systems-Government Leader Responsibilities	J: Teachers: Social Studies K-2 Resources: Second Grade Social Studies: Grade 2 Native Americans Change over time	J: Teachers: Science K-2 Resources: Second Grade Science: Grade 2 Force and Motion- Lesson Links- 2.PS2.A
Assessment	Under Development	www.mysteryscience.com J Teachers: Science K-2 Resources: Second Grade Science: Plants Interdependent Relationships: Assessments	Under Development	Under development	J:Teachers: Science K-2 resources: Second Grade Science: Grade 2 Force and Motion: Assessment

2018-2019 Content Map For Grade 2 – Year At A Glance

Month	Jan	Jan/Feb	Feb	March	April
Subject: Unit/Strand	Social Studies Geography & People/Groups/Cultures	Science Earth Processes	Social Studies Geography & People/Groups/Cultures	Science Matter: Structure and Properties	Social Studies Economics and Geography
Essential Question or Unit of Study	How do we describe our world?	How can wind, water, and movement of the Earth's crust change the surface of the Earth?	How do we describe our Region?	How can we choose the best materials to solve problems and design solutions?	How are community wants and needs met?
Estimated # of Sessions	5-8	18-22	10-15	18-22	8-12
GLEs Bundled Into This Unit	See pg. 16-17	See pg. 26	See pg. 18-19	See pg.25	See pg. 20-21
Teaching Resources (Lesson Plans, Teaching Materials & Printables)	J: Teachers: Social Studies K-2 Resources: Second Grade Social Studies: Grade 2 Geography- Describing Our World	www.mysteryscience.com Mystery 3 Also, go to J:Teachers: Second Grade Science K-2 resources: Grade 2 Earth Processes: Lessons (flipcharts & betterlesson.com)	J: Teachers: Social Studies K-2 Resources: Second Grade Social Studies: Grade 2 Geography- Describing Our Region	www.mysteryscience.com	J:Teachers: Social Studies K-2 Resources: Second Grade Social Studies: Grade 2 Economics- Meeting Communities wants and needs
Assessment	Under Development	J: Teachers: Second Grade Science K-2 Resources: Second Grade Science: Grade 2 Earth Processes: Assessment	Under development	J: Teachers: Science K-2 resources: Second Grade Science: Matter: Structure and Properties: Assessment	Under Development

2018-2019 Content Map For Grade 2 – Year At A Glance Continued

Month	April/May
Subject: Unit/Strand	Social Studies History, Economics and Geography
Essential Question or Unit of Study	What are some inventions that help change the way people live?
Estimated # of Sessions	18-22
GLEs Bundled Into This Unit	See pg. 10-11
Teaching Resources (Lesson Plans, Teaching Materials & Printables)	J: Teachers: Social Studies K-2 Resources: Second Grade Social Studies: Grade 2 History, Inventions, Inventors &Past/Present
Assessment	Under Development

Second Grade



Bundled Units

Grade 2: Social Studies “Bundled” Units of Study

Adapted from DESE’s *A Framework for Instruction and Assessment in the Elementary Grades (K-5)*

Based on the newest Missouri Learning Standards/GLEs, 2017

Unit	Essential Question	<p align="center">Possible Future Assessment Questions</p> <p align="center">Each question could be written as a selected response or as a constructed response...</p>
Constitutional Democracy	What does it mean to act as a responsible citizen in our community and nation?	<ul style="list-style-type: none"> • What is a citizen? • Which of the following is/is not something a responsible citizen does? • What are some things you can do to be an active citizen in your community? • Read this scenario: John’s community wants have citizens vote on whether they should raise taxes (money people pay the government) in order to build a new library for the community. John reads articles in the local paper to find out how much the new library will cost, whether or not the old library is already meeting the community’s needs, and how the government says new library will be better than the old library. Next, John goes to vote on whether to allow taxes (money people pay the government) to go up to pay for the new library. How will John’s participation as a citizen in this scenario help his community? • Name at least two consequences of not actively participating as a citizen. • Which of the following tells how laws and rules are made and changed within a community? • Why is the Pledge of Allegiance important? • Look at the symbol below (White House, US Capitol, Supreme Court, Mount Rushmore, MLK memorial, Lincoln Memorial, Washington Monument). What is the name of this symbol? Why is this symbol important? (Could be a matching task...)
Constitutional Democracy, Governance Systems,	What are the responsibilities of government leaders?	<ul style="list-style-type: none"> • How are laws/rules made and changed in a community? • What is one example of how laws and rules have been made or changed in Oak Grove? • What are the 3 branches of government? • What is the function of the [judicial, executive, legislative] branch? Or Which of the following is a function of the [judicial, executive, legislative] branch? • Which of the following is a responsibility of the mayor/city council, governor/state legislature, president/congress?
History, Economics, Geography	What are some inventions that helped change the way people live?	<ul style="list-style-type: none"> • What did ___ do that help our nation progress? (see inventors & pioneers list – 2.H.3.C) • How did ___ help our nation make progress? • We have studied ___. What character traits did ___ have that caused him/her to help our nation progress? • What is one way transportation in our region is the same today as it was 100 years ago? • What is one way transportation in our region was different 100 years ago compared to today? • How have trains, planes, boats & trucks changed the way people and products are moved? • What is one advantage of airplane/train/car travel? What is one disadvantage? • What is one way communication in our region is the same as it was 100 years ago? • What is one way communication in our region was different 100 years ago compared to today? • What is one advantage of the invention of the telephone/snail mail/television/radio/newspaper/internet? What is one disadvantage? • How has the invention of the radio, television and the internet changed the way ideas move from one place to another?

Unit	Essential Question	Possible Future Assessment Questions Each question could be written as a selected response or as a constructed response...
History, Geography & Peoples/ Groups/ Cultures	How have the lives of Native Americans changed over time?	<ul style="list-style-type: none"> • What is one way US & Missouri Native American’s habitats are the same as in the past? • What is one way US & Missouri Native American’s habitats are different than in the past? • What is one way US & Missouri Native American’s resources are the same as in the past? • What is one way US & Missouri Native American’s resources are different than in the past? • What is one way US & Missouri Native American’s art is different than in the past? • What is one way US & Missouri Native American’s art is the same as in the past? • What is one way US & Missouri Native American’s daily lives are the same as in the past? • What is one way US & Missouri Native American’s daily lives are different than in the past? • Which of the following is an example of bartering? • Read this legend: What does this legend help us to understand about the Native American people?
Geography & People/ Groups/ Cultures	How do we describe our world?	<ul style="list-style-type: none"> • What is the difference between a map and a globe? • Fill in the names of the continents missing from the map below. • Fill in the names of the oceans missing from the map below. • Use the map below to answer the following: What is the name of the continent we live on? What is the name of the continent south of our continent? Which continent is east of the Atlantic Ocean? Which continent is in the southern/northern hemisphere? • Circle the United States on the map below. • Place an ‘x’ on the state of Missouri on the map below. • Which of the following is a (hill, mountain, plateau, canyon, mountain, valley, bay, peninsula, ocean)? • What are the physical characteristics of a (hill, mountain, plateau, canyon, mountain, valley, river, bay, peninsula, ocean)? • What is a region? or... Which of the following is the best definition of the word ‘region’? • Why have more people settled in ____ (e.g. Missouri) than ____ (e.g. Alaska)? • How has geography affected the way people live today????? 2.EG.5.G

Unit	Essential Question	Possible Future Assessment Questions Each question could be written as a selected response or as a constructed response...
Geography People/ Groups/ Cultures	How do we describe our region?	<ul style="list-style-type: none"> • Place an 'x' on the state of Missouri on the map below. • Which of the following shows where Oak Grove is in the state of Missouri? • What is a region? or... Which of the following is the best definition of the word 'region'? • A region outside a city with fewer people & buildings, that has farms that grow things is called a [rural/urban] region. • A region with large cities and lots of people, housing, and buildings packed close together is called a [rural/urban] region. • Is Jackson County a mostly rural or urban region? • Is the city of Kansas City a rural or urban region? • Is the city of Oak Grove a rural or urban region? • Is the population of our region (Jackson County) vs. other regions in Missouri or the US high or low? • In the past, why did more people settle in Kansas City vs. rural regions? [Missouri River] • Circle the types of transportation used in our region (Jackson County). [freight trains, Amtrak trains, street cars, cars, trucks, vans, SUVs, semis, buses, subways, ferries, airplanes, barges, boats]. • What are some ways that people our region (Jackson County) communicate with one another? • What are some recreational activities (things you can do for fun) available in our region (Jackson County)? [Science City, Sea Life, LegoLand, Kaleidoscope, local Parks, Worlds of Fun, Oceans of Fun] • What are some typical businesses that create products, or buy and sell goods or services in our region (Jackson County)? [farms – corn, soybeans, wheat, hay; hospitals – St. Mary's Children's Mercy, St. Lukes; educational institutions – UMKC; private businesses - Sprint Communications, Hallmark Cards; Wal-Mart] • What are some historical landmarks in our region (Jackson County)? [e.g. Ft. Osage, Missouri Town, Truman Historical Site, etc.] Why are these landmarks important? • What is the climate of our region (Jackson County)? • Comparing cultural characteristics or regions in the state????? 2.RI.6.A • Recall stories & songs that reflect the cultural history of regions in US??? 2.RI.6.C • Describe how regions commemorate cultural heritage????? 2.RI.6.D
Economics, Geography	How are community wants and needs met?	<ul style="list-style-type: none"> • What is a producer? • What are some examples of producers in our region? • What is a consumer? • Describe how you are a consumer. • What is a good? • What are some examples of goods produced in our region? • What are goods your family has purchased? • What is a service? • What are some examples of services offered in our region? • What is a service you or your family could provide for money? • Pretend you are a farmer in Oak Grove. Give an example of how you could buy and sell goods in Oak Grove. • Pretend you are a farmer in Oak Grove. Give an example of how you could barter for goods or services in Oak Grove. • Which of the following is an example of buying and selling? • Which of the following is an example of bartering? • How does work help you to purchase goods and services? • If you had \$5 to spend at the store, how would you decide what to buy? What would you buy? How would this benefit you?

Unit/Theme – Constitutional Democracy:
Essential Question: What does it mean to act as a responsible citizen in our community and nation?

2.PC.1.B.a – Explain and give examples of how laws and rules are made and changed within the community.

2.PC.1.D.a – Analyze how being an active and informed citizen [A native or naturalized person who owes allegiance to a government and is entitled to protection from it] makes a difference in your community.

2.PC.1.D.b – List the consequences of citizens not actively participating.

2.PC.1.E – Describe the **character traits and civic attitudes** [related to the beliefs of people in relationship to their town, city, or local area] of inventors or **pioneers in their field** who **influenced progress in the nation**.

[OG 2nd Grade Focus will be on the character traits of George Washington and Thomas Jefferson.]

2.PC.1.F.a – Describe the importance of the Pledge of Allegiance.

2.PC.1.F.b – Recognize and explain the significance of the following symbols [Something that stands for something else] including the White House, U.S. Capitol, and the Supreme Court and national landmarks, such as Mount Rushmore, national parks, the Alamo, important memorials, etc.

[OG 2nd Grade Focus will be on the following: White House, US Capitol Building, Supreme Court Building, Mount Rushmore, Lincoln Memorial, Washington Memorial, & Jefferson Memorial.]

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Unit/Theme – Constitutional Democracy

Essential Question: What does it mean to act as a responsible citizen in our community and nation?

Inquiry Expectations to Embed Where Possible:

2.TS.7.A.a – Identify and analyze primary and secondary sources in classroom discussion with guidance and support.

Primary Sources for Grade 2:

- Photographs and prints (e.g., national landmarks, parks and memorials; inventors and inventions past and present)
- Sound and video recordings (e.g., the Pledge of Allegiance in different settings; songs and traditions of different regions and cultures; inventors and inventions past and present)
- Maps of different regions comparing past and present
- Oral histories (e.g., guest speakers sharing about different cultural traditions)
- Excerpts from diaries or journals (e.g.,
- Short quotes (e.g., inventors)

Secondary Sources: Those sources that historians use to interpret and reconstruct the past that are the interpretations of events and developments that are not first-hand observations. Secondary sources, which may be histories and history textbooks, are constructed by historians who have used primary sources and/or secondary sources in the process.

2.TS.7.A.b – Select and use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).

2.TS.7.D – Share research about a topic.

2.TS.7.E.a – Develop supporting questions and find answers about a social studies topic, with assistance.

2.TS.7.E.b – Describe a process to answer supporting questions about a social studies topic.

2.TS.7.E.c – Discuss types of sources that would be helpful in exploring social studies questions.

History, Economics & Geography:
Essential Question: What are some inventions that help change the way people live?

2.H.3.A – Compare the culture and people in our community across multiple time periods.

2.H.3.C – Describe the contributions of **inventors** or pioneers in their field **who influenced progress in the nation** (e.g., Eli Whitney, Henry Ford, Thomas Edison, Ben Franklin, Albert Einstein, the Wright brothers, Marie Curie, Helen Keller, Susan B. Anthony, Charles Drew, Alexander Graham Bell, Amelia Earhart, Rosa Parks, Sacajawea, etc.).

[NOTE: OG 2nd grade focus will be on the following inventors: Henry Ford, Thomas Edison, Alexander Graham Bell & the Wright Brothers.]

2.EG.5.E.a - Describe different types of communication and transportation and identify their advantages and disadvantages.

2.EG.5.E.b – Describe how transportation and communication systems have facilitated the movement of people, products, and ideas.

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**History, Economics & Geography:
Essential Question: What are some inventions that help change the way people live?**

Inquiry Expectations to Embed Where Possible:

2.TS.7.A.a – Identify and analyze [primary](#) and [secondary](#) sources in classroom discussion with guidance and support.

Primary Sources for Grade 2:

- Photographs and prints (e.g., national landmarks, parks and memorials; inventors and inventions past and present)
- Sound and video recordings (e.g., the Pledge of Allegiance in different settings; songs and traditions of different regions and cultures; inventors and inventions past and present)
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Short quotes (e.g., inventors)

Secondary Sources: Those sources that historians use to interpret and reconstruct the past that are the interpretations of events and developments that are not first-hand observations. Secondary sources, which may be histories and history textbooks, are constructed by historians who have used primary sources and/or secondary sources in the process.

2.TS.7.A.b – Select and use [artifacts](#) (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).

2.TS.7.D – Share research about a topic.

2.TS.7.E.a – Develop supporting questions and find answers about a social studies topic, with assistance

2.TS.7.E.b – Describe a process to answer supporting questions about a social studies topic.

Constitutional Democracy/Governance Systems/Geographical Study: ___
What are the responsibilities of government leaders?

2. PC. 1.B.a - Explain and give examples of how laws and rules are made and changed within the community.

2.PC.1.C – Explain how individual rights are protected within a community.

2.GS.2.C - Distinguish the responsibilities and powers of government officials at various levels and branches of government in authoritative decision making.

2.GS.2.D - Identify and explain the functions of the three branches of government.

2.EG.5.A.a - Read and construct maps with title and key (regions of state, United States, world).

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Constitutional Democracy/Governance Systems/Geographical Study: Essential Question: What are the responsibilities of government leaders?

Inquiry Expectations to Embed Where Possible:

2.TS.7.A.a – Identify and analyze [primary](#) and [secondary](#) sources in classroom discussion with guidance and support.

Primary Sources for Grade 2:

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2.TS.7.A.b – Select and use [artifacts](#) (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).

2.TS.7.D – Share research about a topic.

2.TS.7.E.a – Develop supporting questions and find answers about a social studies topic, with assistance

2.TS.7.E.b – Describe a process to answer supporting questions about a social studies topic.

**History, Geography, Peoples/Groups/Culture:
Essential Question: How have the lives of Native Americans changed over time?**

2.H.3.B - Compare and contrast the habitats, resources, art and daily lives of native American peoples in regions of the US and Missouri, past and present.

2.E.4.A.c - Demonstrate how people barter to exchange goods and services.

2.EG.5.A.a - Read and construct maps with title and key (regions of state, United States, world).

2.RI.6.C - Recall stories and songs that reflect the cultural history of various regions in the United States, including stories of regional folk figures, Native American legends, and African American folktales.

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**History, Geography, Peoples/Groups/Culture:
Essential Question: How have the lives of Native Americans changed over time?**

Inquiry Expectations to Embed Where Possible:

2.TS.7.A.a – Identify and analyze primary and secondary sources in classroom discussion with guidance and support.

Primary Sources for Grade 2:

- Photographs and prints (e.g., national landmarks, parks and memorials; inventors and inventions past and present)
- Sound and video recordings (e.g., the Pledge of Allegiance in different settings; songs and traditions of different regions and cultures; inventors and inventions past and present)
- Maps of different regions comparing past and present
- Oral histories (e.g., guest speakers sharing about different cultural traditions)
- Excerpts from diaries or journals (e.g.,
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2.TS.7.A.b – Select and use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).

2.TS.7.D – Share research about a topic.

2.TS.7.E.a – Develop supporting questions and find answers about a social studies topic, with assistance

2.TS.7.E.b – Describe a process to answer supporting questions about a social studies topic.

**Geography, Peoples/Groups/Culture:
Essential Question: How do we describe our world?**

2.EG.5.A.b - Identify the properties and use of different types of maps for a variety of purposes.

2.EG.5.B.a - Name and locate regions of the world (continents, oceans, hemispheres, etc.).

2.EG.5.C.a - Identify and describe physical characteristics in the world (landforms, water bodies, etc.).

2.EG.5.F.a - Define regions (e.g., as places that have some unifying characteristic—political, climatic, language, physical, etc.).

2.EG.5.F.c - Describe why people of different groups settle more in one place or region than another.

2.EG.5.G - Explain how geography affects the way people live today.

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**Geography, Peoples/Groups/Culture:
Essential Question: How do we describe our world?**

Inquiry Expectations to Embed Where Possible:

2.TS.7.A.a – Identify and analyze primary and secondary sources in classroom discussion with guidance and support.

Primary Sources for Grade 2:

- Photographs and prints (e.g., national landmarks, parks and memorials; inventors and inventions past and present)
- Sound and video recordings (e.g., the Pledge of Allegiance in different settings; songs and traditions of different regions and cultures; inventors and inventions past and present)
- Maps of different regions comparing past and present
- Oral histories (e.g., guest speakers sharing about different cultural traditions)
- Excerpts from diaries or journals (e.g.,
- Short quotes (e.g., inventors)

2.TS.7.A.b – Select and use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).

2.TS.7.D – Share research about a topic.

2.TS.7.E.a – Develop supporting questions and find answers about a social studies topic, with assistance

2.TS.7.E.b – Describe a process to answer supporting questions about a social studies topic.

Geography, Peoples/Groups/Culture: How do we describe our region?

- 2.EG.5.A.b - Identify the properties and use of different types of maps for a variety of purposes.
- 2.EG.5.B.a - Name and locate regions of the world (continents, oceans, hemispheres, etc.).
- 2.EG.5.B.b - Name and locate the regions in your community (county, township, significant historical landmarks etc.).
- 2.EG.5.C.c - Describe human characteristics of the student's region (such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.).
- 2.EG.5.E.b - Describe how transportation and communication systems have facilitated the movement of people, products, and ideas.
- 2.EG.5.F.a - Define regions (e.g., as places that have some unifying characteristic—political, climatic, language, physical, etc.).
- 2.EG.5.F.b - Identify examples of different regions (e.g., urban, rural, recreational area, wheat-producing region, business district).
- 2.EG.5.F.c - Describe why people of different groups settle more in one place or region than another.
- 2.EG.5.G - Explain how geography affects the way people live today.
- 2.RI.6.A - Compare the cultural characteristics of regions in the state including language, celebrations, customs, holidays, artistic expression, food, dress, & traditions.
- 2.RI.6.C Recall stories and songs that reflect the cultural history of various regions in the United States, including stories of regional folk figures, Native American legends, and African American folktales.
- 2.RI.6.D Describe how regions commemorate cultural heritage.

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Geography, Peoples/Groups/Culture:
Essential Question: How do we describe our region?

Inquiry Expectations to Embed Where Possible:

2.TS.7.A.a – Identify and analyze primary and secondary sources in classroom discussion with guidance and support.

Primary Sources for Grade 2:

- Photographs and prints (e.g., national landmarks, parks and memorials; inventors and inventions past and present)
- Sound and video recordings (e.g., the Pledge of Allegiance in different settings; songs and traditions of different regions and cultures; inventors and inventions past and present)
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2.TS.7.A.b – Select and use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).

2.TS.7.D – Share research about a topic.

2.TS.7.E.a – Develop supporting questions and find answers about a social studies topic, with assistance

2.TS.7.E.b – Describe a process to answer supporting questions about a social studies topic.

**Geography, Economics:
How are community wants and needs met?**

2.E.4.A.a - Describe consumption and production and the relationship to goods and services , within your region.

2.E.4.A.b - Demonstrate how people use money to buy and sell goods and services.

2.E.4.A.c - Demonstrate how people barter to exchange goods and services.

2.E.4.A.d - Explain the relationship of income, labor, and wages.

2.E.4.B - Describe a personal cost-benefit analysis.

2.EG.5.G - Explain how geography affects the way people live today.

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**Geography, Economics:
Essential Question: How are community wants and needs met?**

Inquiry Expectations to Embed Where Possible:

2.TS.7.A.a – Identify and analyze primary and secondary sources in classroom discussion with guidance and support.

Primary Sources for Grade 2:

- Photographs and prints (e.g., national landmarks, parks and memorials; inventors and inventions past and present)
- Sound and video recordings (e.g., the Pledge of Allegiance in different settings; songs and traditions of different regions and cultures; inventors and inventions past and present)
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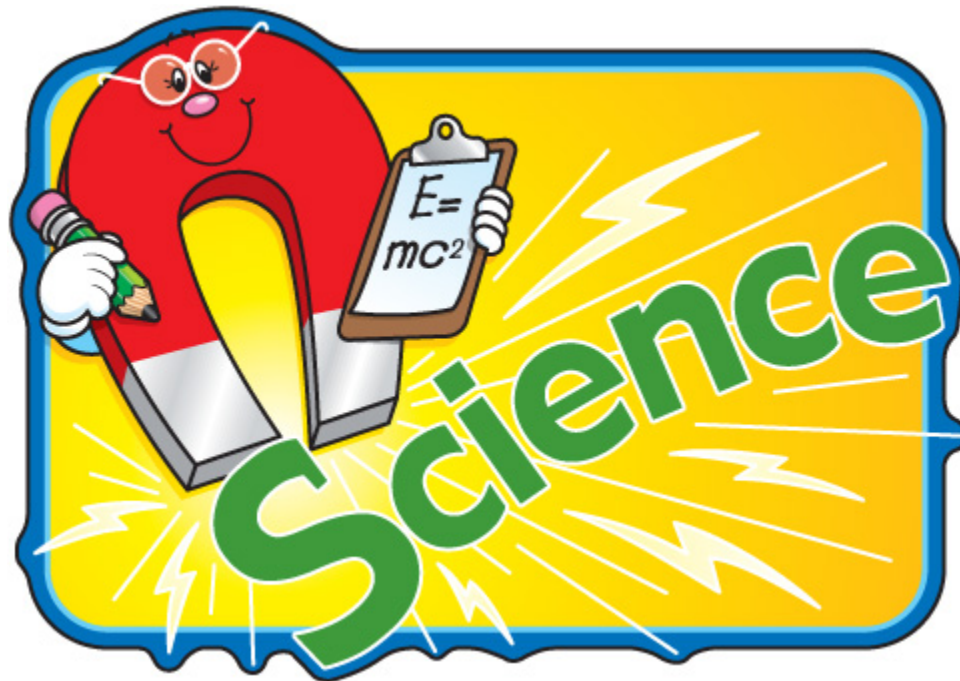
2.TS.7.A.b – Select and use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).

2.TS.7.D – Share research about a topic.

2.TS.7.E.a – Develop supporting questions and find answers about a social studies topic, with assistance

2.TS.7.E.b – Describe a process to answer supporting questions about a social studies topic.

Second Grade



Bundled Units

Grade 2: Science “Bundled” Units of Study

Based on the newest Missouri Learning Standards/GLEs, 2017

Unit	Engineering & Technology Standards to Embed	Inquiry/Essential Question	Assessment Questions – See J:
Plants: Interdependent Relationships	2.ETS1.A – Ask questions, make observations, and gather evidence about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. 2.ETS1.B – Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it junction as needed to solve a given problem. (design a hat from Material Magic Mystery #1?) 2.ETS1.C – Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	How do changes in light, water, soil and animal activity affect plants?	
Matter: Structure & Properties		How can we choose the best materials to solve problems & design solutions?	
Earth Processes		How can wind, water, and movement of the Earth’s crust change the surface of the Earth?	
Force & Motion		How do mass and force affect the motion of objects?	

Unit/Theme – Plants: Interdependent Relationships

Essential Question: How do changes in light, water, soil and animal activity affect plants?

2.LS2.A.1 – Plan and conduct investigations on the growth of plants when growing conditions are altered (e.g. dark vs. light, water vs. no water).

2.LS2.A.2 – Develop a simple model that mimics the function of an animal in dispersing seeds or pollination

Engineering & Technology Standards to Embed

2.ETS1.A – Ask questions, make observations, and gather evidence about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

2.ETS1.B – Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it junction as needed to solve a given problem. (design a hat from Material Magic Mystery #1?)

2.ETS1.C – Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Unit/Theme – Matter: Structure & Properties

Essential Question: How can we choose the best materials to solve problems & design solutions? _____

2.PS1.A.1 – Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. [Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.]

2.PS1.A.2 – Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. [Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.]

Engineering & Technology Standards to Embed

2.ETS1.A – Ask questions, make observations, and gather evidence about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

2.ETS1.B – Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. (design a hat from Material Magic Mystery #1?)

2.ETS1.C – Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Unit/Theme – Earth Processes:
Essential Question: How can wind, water, and movement of the Earth’s crust change the surfact of the Earth?

2.ESS1.C – Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
[Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.]

2.ESS2.A – Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
[Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.]

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

2.ESS2.C – Obtain information to identify where water is found on Earth and that it can be solid or liquid.

Engineering & Technology Standards to Embed

2.ETS1.A – Ask questions, make observations, and gather evidence about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

2.ETS1.B – Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it junction as needed to solve a given problem. (design a hat from Material Magic Mystery #1?)

2.ETS1.C – Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Unit/Theme – Force & Motion:
Essential Question: How do mass and force affect the motion of objects? _____

2.PS2.A – Analyze data to determine how the motion of an object is changed by an applied force or the mass of an object.

Engineering & Technology Standards to Embed

2.ETS1.A – Ask questions, make observations, and gather evidence about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

2.ETS1.B – Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it junction as needed to solve a given problem. (design a hat from Material Magic Mystery #1?)

2.ETS1.C – Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

NOTE: The K-2 Content Team decided to move the standard below from 2nd grade into 1st grade. See 1st grade curriculum materials for more info.

2.PS4.A – Plan and conduct investigations to provide evidence that changes in vibration create change in sound.

Notes: