



ISE GRADE 2 SCIENCE CURRICULUM STANDARDS / LEARNING OUTCOMES



<u>Curriculum Standards/Learning Outcomes</u>	<u>Teaching Strategies</u>	<u>Resources</u>
<p><u>Topic Three: Animals</u></p> <p>Living Things: Concepts</p> <ul style="list-style-type: none">• A living thing grows, changes, and makes other living things like itself• A nonliving thing does not eat, grow, and make other things like itself• All living things need food, water, air, and space to survive <p>Where Plants and Animals Live: Concepts</p> <ul style="list-style-type: none">• Many different living and nonliving things are found in forests, oceans, wetlands, and deserts• Animals use the living and nonliving things in their environment for food and shelter• Plants and animals adapt to living in different environments	<ul style="list-style-type: none">• Identify characteristics of living and nonliving things.• Differentiate between living and nonliving things.• Understand that all living things need food, water, air, and space.• Sort objects into groups based on how they are alike.• Label each group and draw pictures of the objects in each group.• Plant and observe a terrarium to determine the needs of living things. <ul style="list-style-type: none">• Identify living things that live on a tree.• Explain how plants and animals live in a forest.• Compare and contrast oceans and wetlands.• Describe a desert.• Explain how plants animals live in a desert.• Observe and draw parts of a tree and the living things on the tree.• Compare animals and sort them into groups based on their similarities.	<ul style="list-style-type: none">• Houghton Mifflin Teacher's Guide• Library Books (see list)• Videos (see list)• Internet



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<p>Animals: Where Plants and Animals Live Cont'd</p> <p>Environments: Concepts</p> <ul style="list-style-type: none">• An environment is made up of plants and animals and nonliving things, such as soil, water, rocks, and air• Two habitats in which living things meet their needs are a stream habitat and a woodland habitat• Natural and human-made changes can affect the living things in an environment	<ul style="list-style-type: none">• Observe what happens to two wet sponges left out overnight when one sponge is wrapped in wax paper and the other is not. <ul style="list-style-type: none">• Describe an environment• Recognize living and nonliving things in an environment• Describe living and nonliving things in a stream habitat• Explain how animals use a stream to meet their needs• Describe living and nonliving things in a woodland habitat• Explain how animals use trees to get what they need• Explain how changes in an environment affect wildlife• Understand what people do that changes environments• Observe a log or rock and classify the objects around it as living or nonliving• Make a model of a stream habitat to learn how the water moves and what nonliving things can be found there• Make a woodland model and plant a moss or fern. Observe the plant each day and record the changes• Predict how watered and unwatered grass will grow over five days	
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<p>Energy Needs: Concepts</p> <ul style="list-style-type: none">• Living things get energy from food• Food chains and food webs show how energy passes from one living thing to another• Eating healthful foods from each food group gives humans energy and helps them stay healthy	<ul style="list-style-type: none">• Describe food chains and food webs• Understand that plants and animals need food for energy• Identify healthful foods and food groups• Understand that people eat food for energy and to stay healthy• Make a food chain model to learn how plants and animals get energy from their environment• Sort and classify different foods into groups based on how they are alike	
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