2nd Grade SEEd Standards Pacing Guide

Strand	SLCSD Science Prioritized Standards*
2.2	**Living things and Their Habitats**
	Living things (plants and animals, including humans) need water, air, and resources from the land to survive and live in habitats that provide these necessities. The physical characteristics of plants and animals reflect the habitat in which they live. Animals also have modified behaviors that help them survive, grow, and meet their needs. Humans sometimes mimic plant and animal adaptations to survive in their environment.
2.2.1	Living Things & Habitats Oct. 5-Nov. 6
	Obtain, evaluate, and communicate information about patterns of living things (plants and animals, including humans) in different habitats. Emphasize the diversity of living things in land and water habitats. Examples of patterns in habitats could include descriptions of temperature or precipitation and the types of plants and animals found in land habitats. (LS2.C, LS4.C, LS4.D)
2.2.2	Part in Habitats Nov. 9-Dec. 18
	Plan and carry out an investigation of the structure and function of plant and animal parts in different habitats. Emphasize how different plants and animals have different structures to survive in their habitat. Examples could include the shallow roots of a cactus in the desert or the seasonal changes in the fur coat of a wolf. (LS1.A, LS4.A, LS4.D)
2.3	**Properties of Matter**
	All things are made of matter which exists with different forms and properties. Matter can be described and classified by its observable properties. Materials with certain properties are well-suited for specific uses. Heating or cooling some types of matter may or may not irreversibly change their properties.
2.3.1	Properties of Matter Jan. 4-Jan.29
	Plan and carry out an investigation to classify different kinds of materials based on patterns in their observable properties. Examples could include sorting materials based on similar properties such as strength, color, flexibility, hardness, texture, or whether the materials are solids or liquids. (PS1.A)
2.3.3	Small Parts=Whole Feb. 1-Mar. 26
	Develop and use a model to describe how an object, made of a small set of pieces, can be disassembled and reshaped into a new object with a different function. Emphasize that a great variety of objects can be built from a small set of pieces. Examples of pieces could include wooden blocks or building bricks. (PS1.A)
2.3.4	Changes in Matter Mar 1.-Mar. 26
	Obtain, evaluate, and communicate information about changes in matter caused by heating or cooling. Emphasize that some changes can be reversed and some cannot. Examples of reversible changes could include freezing water or melting crayons. Examples of irreversible changes could include cooking an egg or burning wood. (PS1.B)
2.1	**Changes in the Earth's Surface**
	Earth has an ancient history of slow and gradual surface changes, punctuated with quick but powerful geologic events like volcanic eruptions, flooding, and earthquakes. Water and wind play a significant role in changing Earth's surface. The effects of wind and water can cause both slow and quick changes to the surface of the Earth. Scientists and engineers design solutions to slow or prevent wind or water from changing the land.
2.1.1	Landforms Apr.5-Apr.23
	Develop and use models illustrating the patterns of landforms and water on Earth. Examples of models could include valleys, canyons, or floodplains and could depict water in the solid or liquid state. (ESS2.B)
2.1.2	Slow/Fast Apr.26-May 14
	Construct an explanation about changes in Earth's surface that happen quickly or slowly. Emphasize the contrast between fast and slow changes. Examples of fast changes could include volcanic eruptions, earthquakes, or landslides. Examples of slow changes could include the erosion of mountains or the shaping of canyons. (ESS1.C)

*As we launch Year 1 of SEEd Standard Implementation, we are aware of the unique environment and uncertainty around school closures and limited professional learning around three-dimensional instruction to due COVId-19 closures. To this end, new prioritized pacing guides have been provided to support K-5 science instruction for the 2020-2021 school year. District professional learning will follow and support standards in the timeframes indicated above. For more information around prioritized pacing guides, please consult Rationale for Prioritized Pacing Guides 2020-2021.