

LARKSPUR SCHOOL DISTRICT  
 CALIFORNIA SCIENCE ACADEMIC CONTENT STANDARDS  
 GRADE LEVEL: TWO

Introduce Develop Master	Content Standards	Assessment	Instructional Strategies	Instructional Resources
	<p><b>Physical Sciences</b></p> <p>1. The motion of objects can be observed and measured. As a basis for understanding this concept:</p>			
<b>D</b>	a. Students know the position of an object can be described by locating it in relation to another object or to the background.	Drawing maps Observations	Direct instruction Exploration Experimentation	ETF kits Mapping unit
<b>D</b>	b. Students know an object's motion can be described by recording the change in position of the object over time.	Observations	Video Books Direct instruction	ETF kits Mapping unit
<b>D/M</b>	c. Students know the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull.	Kit assessments Dittos Observations	Force and motion unit Direct instruction	ETF kits Mapping unit
<b>D/M</b>	d. Students know tools and machines are used to apply pushes and pulls (forces) to make things move.	Observations	Direct instruction	ETF kits Mapping unit
<b>D/M</b>	e. Students know objects fall to the ground unless something holds them up.	Observations	Direct instruction	ETF kits Mapping unit
<b>D/M</b>	f. Students know magnets can be used to make some objects move without being touched.	Observations	Hands-on activities/ stations	ETF kits Mapping unit
<b>D/M</b>	g. Students know sound is made by vibrating		Music teacher	Musical instruments

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	objects and can be described by its pitch and volume.			
	<b>Life Sciences</b>  2. Plants and animals have predictable life cycles. As a basis for understanding this concept:			
<b>D/M</b>	a. Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.	Observations	Direct instruction Life Lab Butterfly and tadpole kit – monarch	Life Lab
<b>D/M</b>	b. Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.		Insect cycle Vector control Mosquito school	↓
<b>I/D</b>	c. Students know many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.		Insect cycle Vector control Mosquito school	
<b>I/D/M</b>	d. Students know there is variation among individuals of one kind within a population.		Habitats Books Direct instruction	Life Lab
<b>D/M</b>	e. Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.		Life Lab kit Books Direct instruction	Life Lab
<b>D/M</b>	f. Students know flowers and fruits are associated with reproduction in plants.	↓	Life Lab Books Direct instruction	
	<b>Earth Sciences</b>	Observations	Direct instruction	

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	3. Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept:			
I/D/M	a. Students know how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals.		Models of the earth Clay, paper	ETF and video kits
I/D/M	b. Students know smaller rocks come from the breakage and weathering of larger rocks.		Books Direct instruction	↓
I/D/M	c. Students know that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants.		Collect samples and sort	
I/D/M	d. Students know that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils.		Direct instruction	
I/D/M	e. Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.		Books	ETF kits
	<p><b>Investigation and Experimentation</b></p> <p>4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:</p>			

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<b>D</b>	a. Make predictions based on observed patterns and not random guessing.	Observations	Across the curriculum Science observations	ETF kits
<b>D</b>	b. Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units.		Math unit of measurement	Measuring cups Scales
<b>D/M</b>	c. Compare and sort common objects according to two or more physical attributes (e. g., color, shape, texture, size, weight).		Across the curriculum Math and science	ETF kit
<b>D/M</b>	d. Write or draw descriptions of a sequence of steps, events, and observations.		Across the curriculum	
<b>D</b>	e. Construct bar graphs to record data, using appropriately labeled axes.		Math unit Data and graphing	
<b>D/M</b>	f. Use magnifiers or microscopes to observe and draw descriptions of small objects or small features of objects.		Direct instruction	Need magnifiers
<b>D</b>	g. Follow oral instructions for a scientific investigation.	▼	Direct instruction	ETF kits