

Grade 2 Science Parent Syllabus

Listed below are learning targets your child will be expected to meet during each nine week term. Also included is the vocabulary that will be used in the classroom both verbally and in writing.

Term	Unit	Unit Topics	Unit Essential Question	Vocabulary (not a complete list)
1	1	Engineering and Design Process Use an engineering design process to define a problem, design, construct, evaluate, and improve the solution.	What is the engineering design process?	model, design, engineer, function, stability
	2	Matter - Students will demonstrate an understanding of the properties of matter. - Students will classify matter as solid, liquid, or gas. Report findings and describe a variety of materials according to observable physical properties (e.g., size, color, texture, opacity, solubility). - Compare and measure the length of solid objects using technology and mathematical representations. - Compare the weight of solid objects and the volume of liquid objects. - Construct scientific arguments to support claims that some changes to matter caused by heating can be reversed, and some changes cannot be reversed.	What are the properties of matter?	matter, property, freeze, reversible, irreversible, melts
2	3	Earth's Surface Students will describe how plants and animals use adaptations to survive (e.g., ducks use webbed feet to swim in lakes and ponds, cacti have waxy coatings and spines to grow in the desert) in distinct environments (e.g., polar lands, saltwater and freshwater, desert, rainforest, woodlands).	How does the Earth's surface affect and react to plants and animals?	landforms, map key, compass rose
3	4	Changes to Earth's Surface Students will explore changes to various objects and investigate if the changes happen slowly or quickly.	Why do some changes to Earth's surface happen slowly and other changes happen quickly?	weathering, erosion, earthquake, landslide, volcano, windbreaks
4	5	Environment for Living Things Students will identify how animals and plants have unique physical and behavioral	How do plants and animals find what they need to grow and	nutrient, pollen, habitat, space, leaves, wilted

		characteristics that enable them to survive in their environments. Students will demonstrate an understanding of how living things change in form as they go through the general stages of a life cycle.	survive in land and water habitats?	
--	--	---	--	--

