

## NGSS Grade 2 Standards Conceptual Flow Map

\*conceptual flow map is a working draft and subject to revisions throughout the year

Unit/Estimated Dates	Phenomena/ Topic	Standards
<p style="text-align: center;"><b>Unit 1</b> Landscape shapes</p> <p style="text-align: center;"><b>Dates</b> August/September/October</p>	<p>Mapping Our World</p> <p>How can flat maps show us where landforms are located?</p> <p>What are bodies of water like around the world?</p>	<p><b>2-ESS2-2</b> Develop a model to represent the shapes and kinds of land and bodies of water in an area.</p> <p><b>2-ESS2-3</b> Obtain Information to identify where water is found on Earth and that it can be solid or liquid.</p>
<p style="text-align: center;"><b>Unit 2</b> Landscape Materials</p> <p style="text-align: center;"><b>Dates</b> November/December</p>	<p>Properties and States of Matter</p> <p>Why do some things melt?</p> <p>What characteristics should the fabric on a trampoline have?</p> <p>How can you use pieces from one object to make new objects?</p>	<p><b>2-PS1-1</b> Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</p> <p><b>2-PS1-2</b> Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.*</p> <p><b>2-PS1-3</b> Make observations to construct an</p>

		evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.
<p style="text-align: center;"><b>Unit 3</b> Landscape Changes</p> <p style="text-align: center;"><b>Dates</b> January/February/March</p>	<p>Quick Changes to Land</p> <p>Slow Changes to Land</p> <p>Effects of Wind and Water</p>	<p><b>2-ESS1-1</b> Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</p> <p><b>2-ESS1-1</b> Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</p> <p><b>2-ESS2-1</b> Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.*</p>
<p style="text-align: center;"><b>Unit 4</b> Biodiversity of Landscapes</p> <p style="text-align: center;"><b>Dates</b> April/June</p>	<p>What plants Need</p> <p>Animal and Plant Dependence</p>	<p><b>2-LS2-1</b> Plan and conduct an investigation to determine if plants need sunlight and water to grow.</p> <p><b>2-LS2-2</b> Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.*</p>