SCIENCE GRADE 2 Unit 1 Relationships in Habitats 2017

Content Area: **Science**
Course(s): **Generic Course**
Time Period: **Marking Period 1**
Length: **September October November**
Status: **Published**

Established Goals/Standards

Please choose the appropriate Goals/Standards from the Standards tab above.

SCI.2-LS2-1	Plan and conduct an investigation to determine if plants need sunlight and water to grow.
SCI.2-LS2-2	Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
SCI.2-LS4-1	Make observations of plants and animals to compare the diversity of life in different habitats.
SCI.K-2-ETS1-1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Essential Questions

Please add your Essential Questions by clicking on the Lists tab above.

- : How does the diversity of plants and animals compare among different habitats?
- : What do plants need to live and grow?
- : Why do some plants rely on animals for reproduction?
- Why do we see different living things in different habitats?

Enduring Understanding

Please add your Enduring Understandings by clicking on the Lists tab above.

- In order for students to develop these understandings, they should plan and conduct investigations and collect data, which should be used as evidence to support the idea that all events have causes that generate observable patterns. Finally, students investigate the roles that animals play in plant reproduction.
- Students might also observe patterns such as the effects of too much or too little water on a plant and too much or too little light on a plant.
- Students need opportunities to observe that plants depend on water and light to grow.
- They develop an understanding of what plants need to grow and how plants depend on animals for seed dispersal and pollination.
- Using firsthand observations and media resources, students explore and collect data about different

habitats that exist in the world and how plants and animals have structures that help them survive in their habitats.

- As scientists, students will begin to notice patterns in the structures that enable organisms to support their existence in specific habitats.
- Developing and using models plays an important role in students' understanding of structure/function relationships
- In this unit of study, students explore and compare the diversity of life in different habitats
- Students learn about cause-and-effect relationships and how an organism's structures are related to the function that each structure performs.

Content

Students will be able to:

- People look for patterns and order when making observations about the world.
- There are many different kinds of living things in any area, and they exist in different places on land and in water.
- Events have causes that generate observable patterns.
- Plants depend on water and light to grow.
- The shape and stability of structures of natural and designed objects are related to their function.
- Plants depend on animals for pollination or to move their seeds around.
- Desigs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.

Resources

ActivWall

Science textbook:

Student workbook

Activity cards

Nonfiction leveled readers

Nonfiction trade books

unitedstreaming.com

https://learningcenter.nsta.org/products/symposia_seminars/NGSS/webseminar16.aspx