

**Second Grade  
Elementary Science Academic Plan  
2008-2009**

<b>QUARTER 1</b>	<b>QUARTER 2</b>
<p><b>Strand H:</b></p> <ul style="list-style-type: none"> <li>• The Nature of Science</li> </ul> <p><b>Strand D:</b></p> <ul style="list-style-type: none"> <li>• Processes that Shape the Earth</li> </ul> <p><b>Strand E:</b></p> <ul style="list-style-type: none"> <li>• Earth and Space</li> </ul>	<p><b>Strand A:</b></p> <ul style="list-style-type: none"> <li>• The Nature of Matter</li> </ul> <p><b>Strand B:</b></p> <ul style="list-style-type: none"> <li>• Energy</li> </ul>
<b>QUARTER 3</b>	<b>QUARTER 4</b>
<p><b>Strand C:</b></p> <ul style="list-style-type: none"> <li>• Force and Motion</li> </ul> <p><b>Strand F:</b></p> <ul style="list-style-type: none"> <li>• Processes of Life</li> </ul>	<p><b>Strand F:</b></p> <ul style="list-style-type: none"> <li>• Processes of Life</li> </ul> <p><b>Strand G:</b></p> <ul style="list-style-type: none"> <li>• How Living Things Interact with Their Environment</li> </ul>
<p><b>Grade 02 QUARTER 1: Chapters</b></p>	<p><b>TEXTBOOK SEQUENCE</b></p>

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Q	SASS Grade Level Expectations (District additions) *Building Block Benchmarks	Textbook Resources Identified by Chapter- Section (i.e., 4 - 6)	Supplemental Resources	Instructional Strategies	Assessment
<b>CONTENT: STRAND H: THE NATURE OF SCIENCE</b>					
<b>STANDARD 1: THE STUDENT USES THE SCIENTIFIC PROCESSES AND HABITS OF MIND TO SOLVE PROBLEMS.</b>					
<b>*SC.H.1.1.1 KNOWS THAT IN ORDER TO LEARN, IT IS IMPORTANT TO OBSERVE THE SAME THINGS OFTEN AND COMPARE THEM.</b>					
1-4	SC.H.1.1.1.1 knows the difference between verified observation and personal interpretation.				
<b>*SC.H.1.1.2 KNOWS THAT WHEN TESTS ARE COMPLETED UNDER THE SAME CONDITIONS, SIMILAR RESULTS ARE USUALLY OBTAINED.</b>					
1-4	SC.H.1.1.2.1 knows that when tests are repeated under the same condition, similar results are usually obtained.				
<b>*SC.H.1.1.3 KNOWS THAT, IN DOING SCIENCE, IT IS OFTEN HELPFUL TO WORK WITH A TEAM AND TO SHARE FINDINGS WITH OTHERS.</b>					
1-4	SC.H.1.1.3.1 participates in groups to conduct experiments and solve problems.				
1-4	SC.H.1.1.3.2 understands that one can gain confidence in scientific methods by comparing and verifying scientific results with others.				
<b>*SC.H.1.1.4 KNOWS THAT PEOPLE USE SCIENTIFIC PROCESSES INCLUDING HYPOTHESES, MAKING INFERENCES, AND RECORDING AND COMMUNICATING DATA WHEN EXPLORING THE NATURAL WORLD.</b>					
1-4	SC.H.1.1.4.1 understands that, through the use of science processes, people can solve problems and make decisions.				
1-4	SC.H.1.1.4.2 analyzes information to make predictions, makes sketches and diagrams to explain ideas, draws conclusions using information and prior knowledge.				
1-4	SC.H.1.1.4.3 keeps science records.				
<b>*SC.H.1.1.5 USES THE SENSES, TOOLS, AND INSTRUMENTS TO OBTAIN INFORMATION FROM HIS OR HER SURROUNDINGS.</b>					

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<b>1-4</b>	<b>SC.H.1.1.5.1</b> uses a variety of tools to observe, measure, analyze and predict changes in size, mass, temperature, color, position, quantity, sound, and movement.				
<b>1-4</b>	<b>SC.H.1.1.5.2</b> uses metric and standard English units to measure distance, volume, mass, and temperature.				
<b>STANDARD 2: THE STUDENT UNDERSTANDS THAT MOST NATURAL EVENTS OCCUR IN COMPREHENSIBLE, CONSISTENT PATTERNS</b>					
<b>*SC.H.2.1.1 KNOWS THAT MOST NATURAL EVENTS OCCUR IN PATTERNS</b>					
<b>1-4</b>	<b>SC.H.2.1.1.1</b> knows how to sort organisms, objects, and events based on patterns.				
<b>STANDARD 3: THE STUDENT UNDERSTANDS THAT SCIENCE, TECHNOLOGY, AND SOCIETY ARE INTERWOVEN AND INTERDEPENDENT.</b>					
<b>*SC.H.3.1.1 KNOWS THAT SCIENTISTS AND TECHNOLOGISTS USE A VARIETY OF TOOLS (E.G., THERMOMETERS, MAGNIFIERS, RULERS, AND SCALES) TO OBTAIN INFORMATION IN MORE DETAIL AND TO MAKE WORK EASIER.</b>					
<b>1-4</b>	<b>SC.H.3.1.1.1</b> knows ways in which tools are used by scientists (for example, to gather information, to analyze, to calculate).				
<b>Quarter 1-4 (on going through out the year)</b>					

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<b>CONTENT: STRAND H: THE NATURE OF SCIENCE</b>					
<b>STANDARD 2: THE STUDENT UNDERSTANDS THAT MOST NATURAL EVENTS OCCUR IN COMPREHENSIBLE, CONSISTENT PATTERNS.</b>					
<b>*SC.H.2.1.1 KNOWS THAT MOST NATURAL EVENTS OCCUR IN PATTERNS</b>					
<b>1</b>	SC.H.2.1.1.1 knows how to sort organisms, objects, and events based on patterns.	<b>Chapter 5</b> Lesson 2 <b>Chapter 6</b> Lesson 2 <b>Chapter 7</b> Lesson 2 <b>Chapter 10</b> Lesson 3 & 4 <b>Chapter 11</b> Lesson 2			

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<b>STANDARD 1: THE STUDENT UNDERSTANDS THAT ALL MATTER HAS OBSERVABLE, MEASURABLE PROPERTIES.</b>					
<b>*SC.H.1.1.3 KNOWS THAT, IN DOING SCIENCE, IT IS OFTEN HELPFUL TO WORK WITH A TEAM AND TO SHARE FINDINGS WITH OTHERS.</b>					
1	<b>SC.H.1.1.3.1</b> participates in groups to conduct experiments and solve problems.	<b>Intro 1-3</b> <b>Chapter 1</b> Lesson 3-4 <b>Chapter 3</b> Lesson 1 <b>Chapter 4</b> Lesson 2 <b>Chapter 8</b> Lesson 1 <b>Chapter 9</b> Lesson 3 <b>Chapter 10</b> <b>Chapter 11</b> Lesson 2			
<b>*SC.H.1.1.5 USES SENSES, TOOLS, AND INSTRUMENTS TO OBTAIN INFORMATION FROM HIS OR HER SURROUNDINGS</b>					
1	<b>SC.H.1.1.5.1</b> uses a variety of tools to observe, measure, analyze and predict changes in size, mass, temperature, color, position, quantity, sound, and movement.	<b>Intro 1-3</b> <b>Chapter 1</b> Lesson 2-4 <b>Chapter 3</b> Lesson 3 <b>Chapter 7</b> Lesson 1 <b>Chapter 9</b> Lesson 2			
<b>CONTENT: STRAND D: PROCESSES THAT SHAPE THE EARTH</b>					

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<b>STANDARD 1: THE STUDENT RECOGNIZES THAT PROCESSES IN THE LITHOSPHERE, ATMOSPHERE, AND BIOSPHERE INTERACT TO SHAPE EARTH</b>					
<b>*SC.D.1.1.1 RECOGNIZES THAT THE SOLID MATERIALS MAKING UP THE EARTH COME IN ALL SIZES, FROM BOULDERS TO GRAINS OF SAND.</b>					
1	SC.D.1.1.1.1 extends and refines knowledge that the surface of the Earth is composed of different types of solid materials that come in all sizes.				
<b>*SC.D.1.1.2 KNOWS THAT LIFE OCCURS ON OR NEAR THE SURFACE OF EARTH IN LAND, AIR, AND WATER.</b>					
1	SC.D.1.1.2.1 compares the characteristics of things that live on land, in the water, and in the air.	<b>Chapter 12</b> Lesson 1-2 <b>Chapter 4</b> Lesson 1-3			
1	SC.D.1.1.2.2 knows that some organisms have adaptations that enable them to move from one medium to another (for example, dragonflies begin life in water, move to land, and then fly in the air).	<b>Chapter 12</b> Lesson 3 <b>Chapter 14</b> Lesson 4			
<b>*SC.D.1.1.3 RECOGNIZES PATTERNS IN WEATHER</b>					
1	SC.D.1.1.3.1 knows that weather conditions occur in patterns over time. (SC.H.2.1.1 PATTERNS)	<b>Chapter 9</b> Lesson 1-3 <b>Chapter 11</b> page 378			
<b>STANDARD 2: THE STUDENT UNDERSTANDS THE NEED FOR THE PROTECTION OF THE NATURAL SYSTEMS ON EARTH</b>					
<b>*SC.D.2.1.1 UNDERSTANDS THAT PEOPLE INFLUENCE THE QUALITY OF THOSE AROUND THEM.</b>					

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<b>1</b>	<b>SC.D.2.1.1.1</b> knows ways that human activity affects the environment (for example, land fills for disposal of wastes, land development for homes and industry, dams to control rivers or generate electricity).	<b>Chapter 8</b> Lesson 1-3 <b>Chapter 9</b> page 314			
<b>CONTENT: STRAND E: EARTH AND SPACE</b>					
<b>STANDARD 1: THE STUDENT UNDERSTANDS THE INTERACTION AND ORGANIZATION IN THE SOLAR SYSTEM AND THE UNIVERSE AND HOW THIS AFFECTS LIFE ON EARTH.</b>					
<b>*SC.E.1.1.1 KNOWS THAT THE LIGHT REFLECTED BY THE MOON LOOKS A LITTLE DIFFERENT EVERY DAY BUT LOOKS THE SAME AGAIN EVERY 28 DAYS.</b>					
<b>1</b>	<b>SC.E.1.1.1.1</b> knows that the Moon moves around the Earth, the Earth moves around the Sun, and the Moon is visible when it reflects the light from the Sun. (SC.H.1.1.1 OBSERVATION)	<b>Chapter 10</b> Lesson 3 & 4			
<b>*SC.E.1.1.2 KNOWS THAT THE APPEARANCE OF SUNRISE AND SUNSET IS DUE TO THE ROTATION OF THE EARTH EVERY 24 HOURS</b>					
<b>1</b>	<b>SC.E.1.1.2.1</b> knows that each time the Earth completes one rotation, one day has passed and that this takes 24 hours. (SC.H.1.1.4 SCIENCE PROCESS)	<b>Chapter 10</b> Lesson 2			
<b>STANDARD 2: THE STUDENT RECOGNIZES THE VASTNESS OF THE UNIVERSE AND THE EARTH'S PLACE IN IT</b>					
<b>*SC.E.2.1.1 KNOWS THAT THERE ARE MANY OBJECTS IN THE SKY THAT ARE ONLY VISIBLE AT NIGHT.</b>					
<b>1</b>	<b>SC.E.2.1.1.1</b> knows that stars and planets are always in the sky.	<b>Chapter 10</b> Lesson 1			
<b>End of Quarter 1</b>					

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<b>CONTENT: STRAND A: THE NATURE OF MATTER</b>					
<b>STANDARD 1: THE STUDENT UNDERSTANDS THAT ALL MATTER HAS OBSERVABLE, MEASURABLE PROPERTIES.</b>					
<b>*SC.A.1.1.1 KNOWS THAT OBJECTS CAN BE DESCRIBED, CLASSIFIED, AND COMPARED BY THEIR COMPOSITION (E.G., WOOD OR METAL) AND THEIR PHYSICAL PROPERTIES (E.G., COLOR, SIZE, AND SHAPE)</b>					
2	<b>SC.A.1.1.1.1</b> knows ways objects can be grouped according to similarities or differences of their physical characteristics	<b>Chapter 1</b> Lesson 1-4			
<b>*SC.A.1.1.2 RECOGNIZES THAT THE SAME MATERIAL CAN EXIST IN DIFFERENT STATES.</b>					
2	<b>SC.A.1.1.2.1</b> knows examples of solids, liquids, and gases. (SC.H.1.1.3 COOPERATIVE GROUPS)	<b>Chapter 1</b> Lesson 1-4			
2	<b>SC.A.1.1.2.2</b> knows the observable properties of solids, liquids, and gases.	<b>Chapter 1</b> Lesson 1-4 <b>Chapter 2</b> Lesson 2			
<b>*SC.A.1.1.3 VERIFIES THAT THINGS CAN BE DONE TO MATERIALS TO CHANGE SOME OF THEIR PHYSICAL PROPERTIES (E.G., CUTTING, HEATING, AND FREEZING), BUT NOT ALL MATERIALS RESPOND THE SAME WAY (E.G., HEATING CAUSES WATER TO BOIL AND SUGAR TO MELT).</b>					
2	<b>SC.A.1.1.3.1</b> knows that not all objects or materials respond to change in the same way (for example, a plastic object in the freezer compared with water in a freezer). (SC.H.1.1.5 SCIENCE TOOLS)	<b>Chapter 1</b> Lesson 3-4 <b>Chapter 2</b> Lesson 2-3			

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<b>STANDARD 2: THE BASIC PRINCIPLES OF ATOMIC MATTER</b>					
<b>*SC.A.2.1.1 RECOGNIZES THAT MANY THINGS ARE MADE OF SMALLER PIECES, DIFFERENT AMOUNTS, AND VARIOUS SHAPES.</b>					
2	<b>SC.A.2.1.1.1</b> knows that common objects are composed of parts that are too small to be seen without magnification (for example, hair, cloth, paper).	<b>Chapter 1</b> Lesson 4 <b>Chapter 7</b> Lesson 2 <b>Chapter 11</b> Lesson 1			
2	<b>SC.A.2.1.1.2</b> knows that a variety of tools can be used to examine objects at differing degrees of magnification (for example, a hand lens, layered hand lenses, a microscope). (SC.H.3.1.1 TOOLS)	<b>Chapter 1</b> Lesson 4 <b>Chapter 7</b> Lesson 2 <b>Chapter 11</b> Lesson 1 <b>Chapter 12</b> Lesson 1			
<b>CONTENT: STRAND B: ENERGY</b>					
<b>STANDARD 1: THE STUDENT RECOGNIZES THAT ENERGY MAY BE CHANGED IN FORM WITH VARYING EFFICIENCY</b>					
<b>*SC.B.1.1.1 KNOWS THAT THE SUN SUPPLIES HEAT AND LIGHT ENERGY TO EARTH.</b>					
2	<b>SC.B.1.1.1.1</b> knows that a thermometer measures the amount of heat absorbed by an object. (SC.H.1.1.4 SCIENCE RECORDS)	<b>Chapter 3</b> Lesson 1 & 3			
<b>*SC.B.1.1.2 KNOWS THAT LIGHT CAN PASS THROUGH SOME OBJECTS AND NOT OTHERS.</b>					
2	<b>SC.B.1.1.2.1</b> understands that some materials will allow light to pass and others will not.	<b>Chapter 3</b> Lesson 2			

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<b>*SC.B.1.1.3 DESCRIBES A MODEL ENERGY SYSTEM (E.G., AN AQUARIUM OR TERRARIUM).</b>					
2	<b>SC.B.1.1.3.1</b> understands that models (for example, terrarium or aquarium) can be used to illustrate how energy flows through a system.	<b>Chapter 4</b> Lesson 2			
2	<b>SC.B.1.1.3.2</b> knows how model energy systems change throughout the year (for example, collecting data and recording changes in a terrarium or aquarium that models an energy system).	<b>Chapter 4</b> Lesson 2			
<b>*SC.B.1.1.4 KNOWS THAT HEAT CAN BE PRODUCED IN MANY WAY (E.G., BY BURNING AND RUBBING).</b>					
2	<b>SC.B.1.1.4.1</b> knows different heat sources (for example, friction, solar, nuclear, electric).	<b>Chapter 3</b> Lesson 3			
<b>*SC.B.1.1.5 KNOWS THAT EVERY HUMAN ACTION REQUIRES ENERGY THAT COMES FROM FOOD.</b>					
2	<b>SC.B.1.1.5.1</b> uses graphic organizers to classify food groups.	<b>Chapter 4</b> Lesson 3			
2	<b>SC.B.1.1.5.2</b> understands the relationship of food to the need for energy for daily activities.	<b>Chapter 4</b> Lesson 3			
<b>STANDARD 2: THE STUDENT UNDERSTANDS THE INTERACTION OF MATTER AND ENERGY</b>					
<b>*SC.B.2.1.1 RECOGNIZES SYSTEMS OF MATTER AND ENERGY</b>					
2	<b>SC.B.2.1.1.1</b> understands ways energy and matter interact (for example, sunlight to affect plant growth, heat to boil water).				
<b>End of Quarter 2</b>					

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<b>CONTENT: STRAND C: FORCE AND MOTION</b>					
<b>STANDARD 1: THE STUDENT UNDERSTANDS THAT TYPES OF MOTION MAY BE DESCRIBED, MEASURED, AND PREDICTED.</b>					
<b>*SC.1.1.1 UNDERSTANDS THAT DIFFERENT THINGS MOVE AT DIFFERENT SPEEDS.</b>					
<b>3</b>	<b>SC.C.1.1.1.1</b> knows that objects exhibit different kinds of motion (for example, straight, circular, back and forth).	<b>Chapter 5</b> Lesson 1			
<b>*SC.A.1.1.2 KNOWS THAT THERE IS A RELATIONSHIP BETWEEN FORCE AND MOTION.</b>					
<b>3</b>	<b>SC.C.1.1.2.1</b> knows that the amount and direction of the force exerted on an object (for example, push, pull, friction, gravity) determines how much the object will move. (SC.H.1.1.5 MEASURING AND PROPERTIES OF MATTER)	<b>Chapter 5</b> Lesson 2 & 3			
<b>STANDARD 2: THE STUDENT UNDERSTANDS THAT THE TYPES OF FORCE THAT ACT ON AN OBJECT AND THE EFFECT OF THAT FORCE CAN BE DESCRIBED, MEASURED, AND PREDICTED.</b>					
<b>*SC.A.2.1.1 KNOWS THAT ONE WAY TO CHANGE HOW SOMETHING IS MOVING IS TO GIVE IT A PUSH OR A PULL.</b>					
<b>3</b>	<b>SC.C.2.1.1.1</b> knows that objects may be moved by being pushed and pulled with magnets.	<b>Chapter 5</b> Lesson 3			
<b>3</b>	<b>SC.C.2.1.1.2</b> compares the amount of pushing and pulling required to move objects of various sizes across the floor.	<b>Chapter 5</b> Lesson 2 & 3			

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<b>*SC.A.2.1.2 KNOWS THAT SOUND IS CAUSED BY VIBRATIONS (PUSHING AND PULLING) TO CAUSE WAVES.</b>					
<b>3</b>	<b>SC.C.2.1.2.1</b> demonstrates that some vibrations may be heard.	<b>Chapter 6</b> Lesson 1- 3			
<b>3</b>	<b>SC.C.2.1.2.2</b> understands that sound travels differently through different media (for example, wood, water, air). (SC.H.1.1.3 COOPERATIVE WORKERS)	<b>Chapter 6</b> Lesson 1- 3			
<b>3</b>	<b>SC.C.2.1.2.3</b> knows that properties of sound such as pitch and loudness can be altered by changing the properties of the sound source.	<b>Chapter 6</b> Lesson 1- 3			
<b>CONTENT: STRAND F: PROCESSES OF LIFE</b>					
<b>STANDARD 1: THE STUDENT DESCRIBES PATTERNS OF STRUCTURE AND FUNCTION IN LIVING THINGS.</b>					
<b>*SC.F.1.1.1 KNOWS THE BASIC NEEDS OF ALL LIVING THINGS.</b>					
<b>3</b>	<b>SC.F.1.1.1.1</b> understands that the amount of food, water, space, and shelter needed is dependent on the size and kind of living things.	<b>Chapter 11</b> Lesson 2-3			
<b>*SC.F.1.1.2 KNOWS HOW TO DISTINGUISH BETWEEN LIVING AND NON-LIVING THINGS.</b>					
<b>3</b>	<b>SC.F.1.1.2.1</b> understands that living things can reproduce, and nonliving things cannot reproduce. (SC.H.1.1.4 SCIENCE PROCESS)	<b>Chapter 11</b> Lesson 1 <b>Chapter 12</b> Lesson 3 <b>Chapter 13</b> Lesson 3			

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<b>*SC.F.1.1.3 DESCRIBES HOW ORGANISMS CHANGE AS THEY GROW AND MATURE</b>					
<b>3</b>	<b>SC.F.1.1.3.1</b> knows some factors that influence the growth of living things (for example, amount of water, amount of light, amount and type of food, type of soil).	<b>Chapter 11</b> Lesson 2 & 3 <b>Chapter 13</b> Lesson 3			
<b>*SC.F.1.1.4 UNDERSTANDS THAT STRUCTURES OF LIVING THINGS ARE ADAPTED TO THEIR FUNCTIONS IN SPECIFIC ENVIRONMENTS.</b>					
<b>3</b>	<b>SC.F.1.1.4.1</b> understands that structures of living things are adapted to their function in specific environments.	<b>Chapter 4</b> Lesson 1 <b>Chapter 14</b> Lesson 3			
<b>*SC.F.1.1.5 COMPARES AND DESCRIBES THE STRUCTURAL CHARACTERISTICS OF PLANTS AND ANIMALS.</b>					
<b>3</b>	<b>SC.F.1.1.5.1</b> knows some characteristics of the vertebrate groups (mammals, reptiles, birds, amphibians, fish).	<b>Chapter 12</b> Lesson 1,2,3			
<b>3</b>	<b>SC.F.1.1.5.2</b> knows the main parts of plants (stems, leaves, roots, flowers).	<b>Chapter 13</b> Lesson 1,2			
<b>3</b>	<b>SC.F.1.1.5.3</b> knows that the structural characteristics of plants and animals are used to group them.	<b>Chapter 12</b> Lesson 1,2 <b>Chapter 13</b> Lesson 2			

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<b>STANDARD 2: THE STUDENT UNDERSTANDS THE PROCESS AND IMPORTANCE OF GENETIC DIVERSITY</b>					
<b>*SC.F.2.1.1 KNOWS THAT LIVING THINGS HAVE OFFSPRING THAT RESEMBLE THEIR PARENTS.</b>					
<b>3</b>	<b>SC.F.2.1.1.1</b> understands that plants and animals produce offspring with similar characteristics, but individual differences (for example, kittens in a litter may be colored differently).	<b>Chapter 12</b> Lesson 3 <b>Chapter 13</b> Lesson 3			
<b>*SC.F.2.1.2 KNOWS THAT THERE ARE MANY DIFFERENT KINDS OF LIVING THINGS THAT LIVE IN A VARIETY OF ENVIRONMENTS.</b>					
<b>3</b>	<b>SC.F.2.1.2.1</b> knows that plants and animals are adapted to different ranges of temperature and moisture.	<b>Chapter 11</b> Lesson 2 & 3 <b>Chapter 14</b> Lesson 1 & 2			
<b>End of Quarter 3</b>					

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Elementary Science Academic Plan  
2008-2009**

Grade 02 QUARTER 1: Chapters		TEXTBOOK SEQUENCE			
Q	<b>SASS Grade Level Expectations (District additions) *Building Block Benchmarks</b>	<b>Textbook Resources</b> Identified by Chapter- Section (i.e., 4 - 6)	<b>Supplemental Resources</b>	<b>Instructional Strategies</b>	<b>Assessment</b>
<b>CONTENT: STRAND G: HOW LIVING THINGS INTERACT WITH THEIR ENVIRONMENTS</b>					
<b>STANDARD 1: THE STUDENT UNDERSTANDS THE COMPETITIVE, INDEPENDENT, CYCLIC NATURE OF LIVING THINGS IN THE ENVIRONMENT.</b>					
<b>*SC.G.1.1.1 KNOWS THAT ENVIRONMENTS HAVE LIVING AND NON-LIVING PARTS.</b>					
<b>*SC.G.1.1.2 KNOWS THAT PLANTS AND ANIMALS ARE DEPENDENT UPON EACH OTHER FOR SURVIVAL.</b>					
4	<b>SC.G.1.1.2.1</b> understands that there is an interdependency of plants and animals that can be shown in a food web.	<b>Chapter 4</b> Lesson 1 & 2 <b>Chapter 13</b> <b>Chapter 14</b> Lesson 3			
<b>*SC.G.1.1.3 KNOWS THAT THERE ARE MANY DIFFERENT PLANTS AND ANIMALS LIVING IN MANY DIFFERENT KINDS OF ENVIRONMENTS (E.G., HOT, COLD, WET, DRY, SUNNY, AND DARK)</b>					
4	<b>SC.G.1.1.3.1</b> understands that living organisms need to be adapted to their environment to survive.	<b>Chapter 7</b> Lesson 3 <b>Chapter 9</b> Page 318 <b>Chapter 14</b> Lesson 1 & 2			
<b>*SC.G.1.1.4 KNOWS THAT ANIMALS AND PLANTS CAN BE ASSOCIATED WITH THEIR ENVIRONMENT BY AN EXAMINATION OF THEIR STRUCTURAL CHARACTERISTICS.</b>					
4	<b>SC.G.1.1.4.1</b> knows that animals and plants can be associated with their environment by an examination of their structural characteristics (for example, physical structures are adaptations that allow plants and animals to survive, such as gills in fish, lungs in mammals).	<b>Chapter 9</b> <b>Chapter 12</b> <b>Chapter 14</b> Lesson 1 & 2			
<b>STANDARD 2: THE STUDENT UNDERSTANDS THE CONSEQUENCES OF USING LIMITED NATURAL RESOURCES</b>					

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<b>Grade 02 QUARTER 1: Chapters</b>		<b>TEXTBOOK SEQUENCE</b>			
<b>Q</b>	<b>SASS Grade Level Expectations (District additions) *Building Block Benchmarks</b>	<b>Textbook Resources</b> Identified by Chapter- Section (i.e., 4 - 6)	<b>Supplemental Resources</b>	<b>Instructional Strategies</b>	<b>Assessment</b>
<b>*SC.G.2.1.1 KNOWS THAT IF LIVING THINGS DO NOT GET FOOD, WATER, SHELTER, AND SPACE, THEY WILL DIE.</b>					
<b>4</b>	<b>SC.G.2.1.1.1</b> knows selected resources used by people for water, food, and shelter are limited and necessary for their survival.	<b>Chapter 8</b> Lesson 2 <b>Chapter 13</b>			
<b>*SC.G.2.1.2 KNOWS THAT THE ACTIVITIES OF HUMANS AFFECT PLANTS AND ANIMALS IN MANY WAYS.</b>					
<b>4</b>	<b>SC.G.2.1.2.1</b> knows that human beings cause changes in their environment, and these changes can be positive (for example, creating refuges, replanting deforested regions, creating laws to restrict burning) or negative (for example, introducing exotic organisms, deforestation, littering, contaminating water and air).	<b>Chapter 8</b> Lesson 1-3 <b>Chapter 14</b> Lesson 1			
<b>End of Quarter 4</b>					