

**Youngstown City
Schools Science Pacing
Guide Grade 2**

GRADING PERIOD 1

Strand/Topic/Content Statement	Duration	“I Can” Statements	Curriculum Resources	Supplemental Materials
<p>SCIENCE INQUIRY & APPLICATION</p> <p>Thinking Like a Scientist</p> <p>Intro to Science</p>	<p>3 Weeks</p>	<p>Science Inquiry and Application “I Can” Statements:</p> <p>I can observe and ask questions about the natural environment.</p> <p>I can plan and conduct simple investigations.</p> <p>I can employ simple equipment and tools to gather data and extend the senses.</p> <p>I can use appropriate mathematics with data to construct reasonable explanations.</p> <p>I can communicate about observations, investigations, and explanations.</p> <p>I can review and ask questions about the observations and explanations of other.</p>	<p><u>Textbook:</u></p> <ul style="list-style-type: none"> • What Inquiry Skills Will We Use? • What Science Tools Will we Use? • How Do Scientists Work? <p><u>Other:</u></p> <p>Lessons</p> <ul style="list-style-type: none"> • Which Tools Work? • Gobstoppers <p>Mini Books</p> <ul style="list-style-type: none"> • Think Like a Scientist 	<p><u>DiscoveryEd:</u></p> <ul style="list-style-type: none"> • Timothy Goes to School: Professor Fritz <p><u>Content Statement-Related Centers</u></p> <ul style="list-style-type: none"> • Build Something New (1) • Out of Gas (1) • Scientific Tools (2) • Fun Measuring (2)

**Youngstown City Schools
Science Pacing Guide
Grade 2**

Strand/Topic/Content Statement	Duration	“I Can” Statements	Curriculum Resources	Supplemental Materials
<p>LIFE SCIENCE</p> <p>Interactions within Habitats</p> <p>Living things cause changes on Earth</p>	<p>6 Weeks</p>	<p>Topic “I Can” Statement:</p> <p>I can observe simple interactions between biotic/living and abiotic/nonliving parts of an ecosystem.</p> <p>I can observe and ask questions about the natural environment.</p> <p>Science Inquiry and Application “I Can” Statements:</p> <p>I can plan and conduct simple investigations.</p> <p>I can employ simple equipment and tools to gather data and extend the senses.</p> <p>I can use appropriate mathematics with data to construct reasonable explanations.</p> <p>I can communicate about observations, investigations, and explanations.</p> <p>I can review and ask questions about the observations and explanations of other.</p>	<p><u>Textbook:</u></p> <p>What Do Living Things Need?</p> <ul style="list-style-type: none"> • How Are Living Things the Same and Different? • What is an Environment? • How Do Living Things Survive in Different Places? <p>• How Do Living Things Get What They Need?</p> <p>• How Do Plants and Animals Need Each Other?</p> <p><u>Other:</u></p> <p>Lessons</p> <ul style="list-style-type: none"> • Meltdown • The Needs of Animals • Basic Needs- Earthworm • Effects of Acid Rain <p><u>Ohio Department of Education - Science:</u> http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Science</p>	<p><u>DiscoveryEd:</u></p> <ul style="list-style-type: none"> • Everybody Needs Food (all segments) <p><u>SMARTBoard Lessons:</u></p> <ul style="list-style-type: none"> • Plant Needs • The Teeth Detective • Where Are the Animals? • Food Fuels • Labeling a Green Plant • Roots and Leaves • Flowers and Fruit • Insects and Spiders • Animal Needs • Life Cycle of a Bean • Where Are the Animals • Plant Needs • Food Fuels • Flowers and Fruit Plant <p><u>Science Up Close - Online:</u></p> <ul style="list-style-type: none"> • How Fish Get Oxygen • Life Cycle of a Frog • Antarctic Ocean Food Web (grade 4)