

2nd Grade – 2017-2018: Rotation A

1st Quarter	<p style="text-align: center;">PLANTS & BUGS</p> <p>5: Plan and carry out an investigation, using one variable at a time (e.g., water, light, soil, air), to determine the growth needs of plants.</p> <p>6: Design and construct models to simulate how animals disperse seeds or pollinate plants (e.g., animals brushing fur against seed pods and seeds falling off in other areas, birds and bees extracting nectar from flowers and transferring pollen from one plant to another).*</p> <p>7: Obtain information from literature and other media to illustrate that there are many different kinds of living things and that they exist in different places on land and in water (e.g., woodland, tundra, desert, rainforest, ocean, river).</p>
2nd Quarter	<p style="text-align: center;">MATTER</p> <p>1: Conduct an investigation to describe and classify various substances according to physical properties (e.g., milk being a liquid, not clear in color, assuming shape of its container, mixing with water; mineral oil being a liquid, clear in color, taking shape of its container, floating in water; a brick being a solid, not clear in color, rough in texture, not taking the shape of its container, sinking in water).</p> <p>2: Collect and evaluate data to determine appropriate uses of materials based on their properties (e.g., strength, flexibility, hardness, texture, absorbency).*</p> <p>3: Demonstrate and explain how structures made from small pieces (e.g., linking cubes, blocks, building bricks, creative construction toys) can be disassembled and then rearranged to make new and different structures.</p> <p>4: Provide evidence that some changes in matter caused by heating or cooling can be reversed (e.g., heating or freezing of water) and some changes are irreversible (e.g., baking a cake, boiling an egg).</p>
3rd & 4th Quarters	<p style="text-align: center;">SOILS & SHORES (AMSTI Schools – No AMSTI Kit 4th Quarter)</p> <p>8: Make observations from media to obtain information about Earth's events that happen over a short period of time (e.g., tornados, volcanic explosions, earthquakes) or over a time period longer than one can observe (e.g., erosion of rocks, melting of glaciers).</p> <p>9: Create models to identify physical features of Earth (e.g., mountains, valleys, plains, deserts, lakes, rivers, oceans).</p> <p>10: Collect and evaluate data to identify water found on Earth and determine whether it is a solid or a liquid (e.g., glaciers as solid forms of water; oceans, lakes, rivers, streams as liquid forms of water).</p> <p>11: Examine and test solutions that address changes caused by Earth's events (e.g., dams for minimizing flooding, plants for controlling erosion).*</p>

2nd Grade – 2017-2018: Rotation B

1st & 2nd Quarters	<p style="text-align: center;">SOILS & SHORES (AMSTI Schools – No AMSTI Kit 1st Quarter)</p> <p>8: Make observations from media to obtain information about Earth's events that happen over a short period of time (e.g., tornados, volcanic explosions, earthquakes) or over a time period longer than one can observe (e.g., erosion of rocks, melting of glaciers).</p> <p>9: Create models to identify physical features of Earth (e.g., mountains, valleys, plains, deserts, lakes, rivers, oceans).</p> <p>10: Collect and evaluate data to identify water found on Earth and determine whether it is a solid or a liquid (e.g., glaciers as solid forms of water; oceans, lakes, rivers, streams as liquid forms of water).</p> <p>11: Examine and test solutions that address changes caused by Earth's events (e.g., dams for minimizing flooding, plants for controlling erosion).*</p>
3rd Quarter	<p style="text-align: center;">MATTER</p> <p>1: Conduct an investigation to describe and classify various substances according to physical properties (e.g., milk being a liquid, not clear in color, assuming shape of its container, mixing with water; mineral oil being a liquid, clear in color, taking shape of its container, floating in water; a brick being a solid, not clear in color, rough in texture, not taking the shape of its container, sinking in water).</p> <p>2: Collect and evaluate data to determine appropriate uses of materials based on their properties (e.g., strength, flexibility, hardness, texture, absorbency).*</p> <p>3: Demonstrate and explain how structures made from small pieces (e.g., linking cubes, blocks, building bricks, creative construction toys) can be disassembled and then rearranged to make new and different structures.</p> <p>4: Provide evidence that some changes in matter caused by heating or cooling can be reversed (e.g., heating or freezing of water) and some changes are irreversible (e.g., baking a cake, boiling an egg).</p>
4th Quarter	<p style="text-align: center;">PLANTS & BUGS</p> <p>5: Plan and carry out an investigation, using one variable at a time (e.g., water, light, soil, air), to determine the growth needs of plants.</p> <p>6: Design and construct models to simulate how animals disperse seeds or pollinate plants (e.g., animals brushing fur against seed pods and seeds falling off in other areas, birds and bees extracting nectar from flowers and transferring pollen from one plant to another).*</p> <p>7: Obtain information from literature and other media to illustrate that there are many different kinds of living things and that they exist in different places on land and in water (e.g., woodland, tundra, desert, rainforest, ocean, river).</p>