

Marshfield School District Scope & Sequence Pacing Guide

Grade Level: Grade 2

Content Areas: Science

Quarter: 1

Topic-Unit	Learning Targets	Materials	Days
Habitat	<ul style="list-style-type: none">• Know that plants and animals have features that help them live in different environments.• Identify endangered and extinct – why animals are endangered and extinct (i.e. loss of habitat).• Scientific knowledge is based on evidence (observation).• Scientists use different kinds of investigations depending on the questions they want to answer.	National Geographic Habitats	15 Days
Insects	<ul style="list-style-type: none">• Identify and define characteristics of insects: 6 legs and 3 body parts.• Scientific knowledge is based on evidence (observation).• Scientists use different kinds of investigations depending	Imagine It Unit 2 <i>Let's Explore</i>	25 Days

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	on the questions they want to answer.		
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Grade Level: Grade 2

Content Areas:

Science

Quarter: 2

Topic-Unit	Learning Targets	Materials	Days
Life Cycle of Plants	<ul style="list-style-type: none">• Life cycle of plants: from seed to plant.• Know that plants and animals have features that help them live in different environments.• Scientific knowledge is based on evidence (observation).• Scientists use different kinds of investigations depending on the questions they want to answer.	National Geographic Life Cycles	20 Days
Endangered and extinct animals	<ul style="list-style-type: none">• Identify endangered and extinct – why animals are endangered and extinct (i.e. loss of habitat).• Know that fossils provide evidence of animals that	National Geographic Life Cycle	20 Days

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	<p>lived long ago.</p> <ul style="list-style-type: none"> • Scientific knowledge is based on evidence (observation). • Scientists use different kinds of investigations depending on the questions they want to answer. 		
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Grade Level: Grade 2

Content Areas:

Science

Quarter: 3&4

Topic-Unit	Learning Targets	Materials	Days
Adaptations	<ul style="list-style-type: none"> • Know that plants and animals have features that help them live in different environments. • Scientific knowledge is based on evidence (observation). • Scientists use different kinds of investigations depending on the questions they want to answer. 	Imagine It Unit 4 <i>Look Again</i>	25 Days
Rocks and Soils	<ul style="list-style-type: none"> • Know that rocks come from the Earth and are in 	National Geographic Rocks and Soils	20 Days

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	<p>different shapes.</p> <ul style="list-style-type: none"> • Understand how rocks are formed and how do rocks change. • Scientific knowledge is based on evidence (observation). • Scientists use different kinds of investigations depending on the questions they want to answer. 		
Land and Water (Water Cycle)	<ul style="list-style-type: none"> • Know that wind and water changes the shape of land • Know water cycle: Evaporation, Condensation, Precipitation • Scientific knowledge is based on evidence (observation). • Scientists use different kinds of investigations depending on the questions they want to answer. 	National Geographic Land and water	20 Days
Solids, Liquids, and Gases	<ul style="list-style-type: none"> • Know what matter is (definition). • Know that matter can change (heating and cooling) from one form to another: 		15 days

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	<p>solids, liquids, and gases.</p> <ul style="list-style-type: none">• Understand the three states of matter and basic examples of each.• Understand what a mixture is.• Scientific knowledge is based on evidence (observation).• Scientists use different kinds of investigations depending on the questions they want to answer.		
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Grade Level: Grade 2

Content Areas: Health

Quarter: 1-4

Topic-Unit	Learning Targets	Materials	Days
Healthy Choices	<ul style="list-style-type: none">• Identify food pyramid-food groups and exercise.• Identify basic parts of body systems (circulatory, skeletal, muscular, nervous)	Supplemental resources discussed at PLC team meetings	10 days
Emergency 911 Services Traffic Safety	<ul style="list-style-type: none">• Students will describe good decisions related to personal safety.	Officer Friendly	30 min.
Personal Safety Self-Knowledge Communication Skills Self-Management (anger management, controlling impulsive behaviors, recognizing and dealing with strong feelings, actions and words that show respect, honesty, responsibility)	<ul style="list-style-type: none">• Students will describe good decisions related to personal safety.• Students will identify their own and others' feelings and explore others' perspectives and ways to respond empathetically.• Students will Recognize strong feelings, identify strategies for calming down, and recognize	Guidance and Counseling Curriculum (through school guidance counselor and social worker programs)	Ongoing throughout the school year

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Problem Solving (social skills/ Character Education) Diversity (Culture competence, Character Education) Bullying	<p>impulse behaviors.</p> <ul style="list-style-type: none">• Students will Demonstrate actions and words that show respect, honesty, and responsibility.• Students will explore a social problem-solving strategy (5 steps), especially in situations involving strong feelings.• Students will recognize individual differences and similarities and explore strategies to promote acceptance.• Students will explore concepts related to bullying, including: what bullying is, why kids bully, the effects of bullying, & school rule regarding bullying.		
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