Teacher's Edition

Grade 2 • Unit 4

Inspire Science

Living Things and Habitats

Mc Graw Hill Education

Performance Expectations at a Glance

In this unit, students will discover and practice the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts needed to perform the following Performance Expectations.

Performance Expectations	MODULE: **Plants in Landscapes**	MODULE: **Living Things in Habitats**
2-LS2-1	●	
2-LS2-2	●	
K–2-ETS1-1	●	
2-LS4-1		●

Correlations by Module to the NGSS

MODULE: **Plants in Landscapes**

2-LS2	**Ecosystems: Interactions, Energy, and Dynamics**	
2-LS2-1	**Plan and conduct an investigation to determine if plants need sunlight and water to grow.** *[Assessment Boundary: Assessment is limited to testing one variable at a time.]*	*8–10, 14–15, 18–19*
SEP Science and Engineering Practices		
Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions. • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (2-LS2-1)		*8–10, 14–15, 18–19, 22,* 25
DCI Disciplinary Core Ideas		
LS2.A: Interdependent Relationships in Ecosystems • Plants depend on water and light to grow. (2-LS2-1)		5, *8–10,* 11, 12–13, *14–15,* 16, *18–19,* 20, 24, 25, 47 Teacher's Edition *Only*: 21
CCC Crosscutting Concepts		
Cause and Effect • Events have causes that generate observable patterns. (2-LS2-1)		Teacher's Edition *Only*: *10, 15, 17, 23,* 25

Inquiry activities are in italics.

2-LS2	Ecosystems: Interactions, Energy, and Dynamics	
 **2-LS2-2**	**Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.***	*41–43,* 49, *50–52*
SEP Science and Engineering Practices		
Developing and Using Models Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions. • Develop a simple model based on evidence to represent a proposed object or tool. (2-LS2-2)		*41–43,* 49, *50–52*
DCI Disciplinary Core Ideas		
LS2.A: Interdependent Relationships in Ecosystems • Plants depend on animals for pollination or to move their seeds around. (2-LS2-2)		27, 29, 33, *34–35,* 38–39, 40, *41–43,* 44, 45, 46, 48–49, *50–52* Teacher's Edition *Only*: *37*
ETS1.B: Developing Possible Solutions • Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (secondary to 2-LS2-2)		*49*
CCC Crosscutting Concepts		
Structure and Function • The shape and stability of structures of natural and designed objects are related to their function(s). (2-LS2-2)		*35,* 45, 49 Teacher's Edition *Only*: *31, 42*

K–2	Engineering Design	
 **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.**	47–48, *50–52*
SEP Science and Engineering Practices		
Asking Questions and Defining Problems Asking questions and defining problems in K–2 builds on prior experiences and progresses to simple descriptive questions. • Ask questions based on observations to find more information about the natural and/or designed world(s). (K–2-ETS1-1) • Define a simple problem that can be solved through the development of a new or improved object or tool. (K–2-ETS1-1)		47–48 Teacher's Edition *Only*: *50*

Inquiry activities are in italics.

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DCI Disciplinary Core Ideas	
ETS1.A: Defining and Delimiting Engineering Problems • A situation that people want to change or create can be approached as a problem to be solved through engineering. (K–2-ETS1-1) • Asking questions, making observations, and gathering information are helpful in thinking about problems. (K–2-ETS1-1) • Before beginning to design a solution, it is important to clearly understand the problem. (K–2-ETS1-1)	47–48 Teacher's Edition *Only*: *50*
Other Correlations	
ELD Connections	
ELD.PI.2.2	Teacher's Edition *Only*: 24
ELD.PI.2.6	Teacher's Edition *Only*: 13, 33
ELD.PII.2.6	Teacher's Edition *Only*: 31
CCSS ELA/Literacy Connections	
W.2.3	Teacher's Edition *Only*: *35*
W.2.4	23
W.2.10	Teacher's Edition *Only*: 43
ALSO INTEGRATES:	
SEP Analyzing and Interpreting Data	*10, 15, 19,* 25, *35, 43*
SEP Asking Questions and Defining Problems	46
SEP Developing and Using Models	*42-43* Teacher's Edition *Only*: *31, 37*
SEP Engaging in Argument from Evidence	11 Teacher's Edition *Only*: *10*
SEP Obtaining, Evaluating, and Communicating Information	12–13, 16, 17, 22–23, 26, 32–33, *36–37,* 38–39
SEP Planning and Carrying Out Investigations	*30–31, 36–37, 41–43,* 46
ELD.PI.2.1	Teacher's Edition *Only*: *9*

Inquiry activities are in italics.

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CCC Structure and Function	Teacher's Edition *Only*: 13
ELA RI.2.8	38–39
CCSS Math 2.NBT.5	35

MODULE: Living Things in Habitats

2-LS4	Biological Evolution: Unity and Diversity	
2-LS4-1	**Make observations of plants and animals to compare the diversity of life in different habitats.** *[Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.] [Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.]*	55, *60–61,* 62–65, *66–67,* 70, 72, 78–81, *82–83,* 86, 87, *94–96, 118*
SEP Science and Engineering Practices		
Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions. • Make observations (firsthand or from media) to collect data, which can be used to make comparisons. (2-LS4-1)		*60–61, 66–67,* 72, *76–77, 82–83,* 86, 87, 89, *94–96, 102–103, 106–107,* 111, *116–118* Teacher's Edition *Only*: 64
Connections to Nature of Science **Scientific Knowledge is Based on Empirical Evidence** Scientists look for patterns and order when making observations about the world. (2-LS4-1)		Teacher's Edition *Only*: 63, 71, 72, 79, 85, *118*
DCI Disciplinary Core Ideas		
LS4.D: Biodiversity and Humans • There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)		57, *60–61,* 62–65, *66–67,* 68–69, 71, 72, 73, 75, 78–81, *82–83,* 84–85, 86, 87, 89, 93, *94–96,* 97, 98–101, *103,* 104–105, 110, 111, 113–114, 119

Inquiry activities are in italics.

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Other Correlations	
ELD Connections	
ELD.PI. 2.2	Teacher's Edition *Only*: 108
ELD.PI.2.6	Teacher's Edition *Only*: 63, 69, 79
ELD.PII.2.6	Teacher's Edition *Only*: 88
CCSS ELA/Literacy Connections	
W.2.2	86
W.2.7	69
W.2.8	109
W.2.10	Teacher's Edition Only: 101
ALSO INTEGRATES:	
SEP Analyzing and Interpreting Data	*61, 83, 95–96, 103, 107*
SEP Asking Questions and Defining Problems	72
SEP Constructing Explanations and Designing Solutions	65, 71, 89
SEP Developing and Using Models	*76–77, 116–118*
SEP Engaging in Argument from Evidence	97, *103* Teacher's Edition *Only*: 109
SEP Obtaining, Evaluating, and Communicating Information	62–65, *66–67,* 68–69, 72, 78–81, 84–85, 98–101, 104–105, 108–109, 115
DCI LS2.A: Interdependent Relationships in Ecosystems	86, 104–105 Teacher's Edition *Only*: 99, 108, 110
CCC Cause and Effect	81, 86, *106–107* Teacher's Edition *Only*: 79, 108
CCC Patterns	111 Teacher's Edition *Only*: 83, *95,* 101
CCC Scale, Proportion, and Quantity	61 Teacher's Edition *Only*: 64

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CCC Structure and Function	Teacher's Edition *Only*: 99
CCC Systems and System Models	Teacher's Edition *Only*: 63, 65, 99
ELD.PI.2.1	Teacher's Edition *Only*: *117*
ELD.PI.2.11	Teacher's Edition *Only*: 70
ELD.PII.2.3	Teacher's Edition *Only*: 77
ELA RI.2.8	104–105

Inquiry activities are in italics.