Teacher's Edition

Grade 2 · Unit 1

Inspire Science

Land and Water

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: **Earth's Landscape**
2-ESS2-2	●
2-ESS2-3	●

Correlations by Module to the ~~NGSS~~

MODULE: Earth's Landscape

2-ESS2	Earth's Systems	
2-ESS2-2	**Develop a model to represent the shapes and kinds of land and bodies of water in an area.** *[Assessment Boundary: Assessment does not include quantitative scaling in models.]*	14, *16–17,* 21, 22, *26–27, 51–52, 62–65* Teacher's Edition *Only*: 11
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 model to represent patterns in the natural world. (2-ESS2-2)		*9,* 12–13, 14, *16–17*, 21, 22, *26–27*, 29, 31, 39, *44–46, 51–52*, 60–61, *62–65* Teacher's Edition *Only*: 20
DCI Disciplinary Core Ideas		
ESS2.B: Plate Tectonics and Large-Scale System Interactions • Maps show where things are located. One can map the shapes and kinds of land and water in any area. (2-ESS2-2)		5, 11–13, *16–17*, 18–19, 21, 22, 24, *26–27*, 28–29, 31, *44–46*, 57, 59–61, *62–65*
CCC Crosscutting Concepts		
Patterns • Patterns in the natural world can be observed. (2-ESS2-2)		13, 31, 35 Teacher's Edition *Only*: *9*, 10, *17*, 20, *27*, 29, 39

Inquiry activities are in italics.

2-ESS2	Earth's Systems	
2-ESS2-3	**Obtain information to identify where water is found on Earth and that it can be solid or liquid.**	*44–47*, 48–50, 53
SEP Science and Engineering Practices		
Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information. • Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question. (2-ESS2-3)		*44–47*, 48–49, 50, *51–52, 53*, 55, 57, *51–52*, 58, 61, *62–65*
DCI Disciplinary Core Ideas		
ESS2.C: The Roles of Water in Earth's Surface Processes • Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form. (2-ESS2-3)		*44–47*, 48–49, 50, *51–52, 53*, 54, 56, 57, 58, 60, *62–65*
CCC Crosscutting Concepts		
Patterns • Patterns in the natural world can be observed. (2-ESS2-3)		50 Teacher's Edition *Only*: *46*, *52,* 56

Other Correlations	
CCSS Math Connections	
2.MD.10	33
2.G.1	14
2.G.2	33, 44
History-Social Science Content Connections	
K.4.4	11
1.2.3	12, 16, 53
2.2.1	15
ELD Connections	
ELD.PI.2.6	Teacher's Edition *Only*: 11, 20, 29, 45, 64
ELD.PI.2.10	Teacher's Edition *Only*: 38, 56

Inquiry activities are in italics.

Continued from previous page.

CCSS ELA/Literacy Connections	
W.2.2	55
W.2.7	53
W.2.8	Teacher's Edition *Only*: 37
W.2.10	Teacher's Edition *Only*: 30
SL.2.2	15
SL.2.4e	Teacher's Edition *Only*: 37
ALSO INTEGRATES:	
SEP Analyzing and Interpreting Data	*9, 32–33, 44–46, 52*
SEP Engaging in Argument from Evidence	47
SEP Obtaining, Evaluating, and Communicating Information	10–13, 18–19, 28–31, 38, 40, 48–50, *53*, 58 Teacher's Edition *Only*: *46, 52*
SEP Planning and Carrying Out Investigations	*8–9, 16–17, 26–27, 32–33, 37, 44–46, 51–52, 53, 62–65*
SEP Using Mathematics and Computational Thinking	*44–46*
CCC Scale, Proportion, and Quantity	*32–33, 44–47*, 48
CCC Systems and System Models	49, *53*
Environmental Principle II Concept a	Teacher's Edition *Only*: 3
HSS 2.5	18

Inquiry activities are in italics.

Teacher's Edition

Grade 2 · Unit 2

Inspire Science

Properties of Materials

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: **Describe Materials**	MODULE: **Changes to Materials**
2-PS1-1	●	
2-PS1-2	●	
2-PS1-3		●
2-PS1-4		●
K–2-ETS1-3	●	●

Correlations by Module to the ~~NGSS~~

MODULE: Describe Materials

2-PS1	Matter and Its Interactions	
2-PS1-1	**Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.** *[Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.]*	*8–10, 16–17, 22–23*
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-PS1-1)		*8–10, 16–17, 22–23,* 26
DCI Disciplinary Core Ideas		
PS1.A: Structure and Properties of Matter • Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties. (2-PS1-1)		5, 7, *8–10*, 11, 12–15, *16–17*, 18–19, 20, 21, *22–23*, 24, 25, 26
CCC Crosscutting Concepts		
Patterns • Patterns in the natural and human designed world can be observed. (2-PS1-1)		12, 17, 25 Teacher's Edition *Only*: *10*, 14, *23*

Inquiry activities are in italics.

2-PS1	Matter and Its Interactions	
2-PS1-2	**Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.*** *[Clarification Statement: Examples of properties could include strength, flexibility, hardness, texture, and absorbency.] [Assessment Boundary: Assessment of quantitative measurements is limited to length.]*	*30–31, 36–37, 38–40*
SEP Science and Engineering Practices		
Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations. • Analyze data from tests of an object or tool to determine if it works as intended. (2-PS1-2)		*30–31, 36–37, 38–40*, 47, *52–54* Teacher's Edition *Only*: 35
DCI Disciplinary Core Ideas		
PS1.A: Structure and Properties of Matter • Different properties are suited to different purposes. (2-PS1-2)		27, *30–31*, 32–35, *36–37, 39–40*, 42–43, 46, 47, 48, 49–50, *52–54*, 55, 98
CCC Crosscutting Concepts		
Cause and Effect • Simple tests can be designed to gather evidence to support or refute student ideas about causes. (2-PS1-2)		33, *40*, 47 Teacher's Edition *Only*: *31*, 32, 34, *36*, *39–40*
Connections to Engineering, Technology, and Applications of Science **Influence of Engineering, Technology, and Science on Society and the Natural World** • Every human-made product is designed by applying some knowledge of the natural world and is built by using natural materials. (2-PS1-2)		Teacher's Edition *Only*: 50

2-PS1	Matter and Its Interactions	
K–2-ETS1-3	**Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.**	*30–31, 38–40, 52–54*
SEP Science and Engineering Practices		
Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations. • Analyze data from tests of an object or tool to determine if it works as intended. (K–2-ETS1-3)		*30–31, 36–37, 38–40, 52–54*

Inquiry activities are in italics.

Continued from previous page.

DCI Disciplinary Core Ideas	
ETS1.C: Optimizing the Design Solution • Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (K–2-ETS1-3)	*30–31, 38–40*, 47, *52–54*

Other Correlations	
ELD Connections	
ELD.PI.2.6	Teacher's Edition *Only*: 19, 31
ELD.PI.2.10	Teacher's Edition *Only*: 24, *53*
ELD.PI.2.11	Teacher's Edition *Only*: 19, 46
ELD.PII.2.5	Teacher's Edition *Only*: *9*
CCSS ELA/Literacy Connections	
RI.2.3	45, 72, 93
RI.2.8	18–19, 42, 90 Teacher's Edition *Only*: 45
W.2.1	Teacher's Edition *Only*: 19
W.2.8	93 Teacher's Edition *Only*: 15
L.2.6	12–13, 33 Teacher's Edition *Only*: *23*
ALSO INTEGRATES:	
SEP Asking Questions and Defining Problems	*16*, 26, *30, 38*
SEP Analyzing and Interpreting Data	*8–10, 16–17, 23*
SEP Developing and Using Models	*30–31, 39,* 51, *52–54*

Inquiry activities are in italics.

Continued from previous page.

SEP Constructing Explanations and Designing Solutions	*38–39*
SEP Obtaining, Evaluating, and Communicating Information	12–15, 18–19, 21, 32–35, 42–43, 44–45, 50, *52–54*
SEP Planning and Carrying Out Investigations	*30–31, 36–37, 38–40, 52–54*
SEP Engaging in Argument from Evidence	11
DCI ETS1.B: Developing Possible Solutions	38, 51
CCC Energy and Matter: Flows, Cycles, and Conservation	42–43
CCC Patterns	Teacher's Edition *Only*: 37
CCC Structure and Function	35
ELA W.2.10	45

Inquiry activities are in italics.

MODULE: Changes to Materials

2-PS1	Matter and Its Interactions	
2-PS1-3	**Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.** *[Clarification Statement: Examples of pieces could include blocks, building bricks, or other assorted small objects.]*	*63–64, 69–70,* 72, 73, 75
SEP Science and Engineering Practices		
Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions. • Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (2-PS1-3)		*63–64*, 65, 66–67, *69–70*, 72, 73, 75
DCI Disciplinary Core Ideas		
PS1.A: Structure and Properties of Matter • Different properties are suited to different purposes. (2-PS1-3) • A great variety of objects can be built up from a small set of pieces. (2-PS1-3)		*62–64*, 65, *69–70*, 72, 73, 75, 76, 97–98, 103
CCC Crosscutting Concepts		
Energy and Matter • Objects may break into smaller pieces and be put together into larger pieces, or change shapes. (2-PS1-3)		59, *62–64*, 65, 66–67, *69–70*, 72, 73, 75

2-PS1	Matter and Its Interactions	
2-PS1-4	**Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.** *[Clarification Statement: Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and heating paper.]*	*80–82*, 83, 85, *88*, 89, 95, 96

Inquiry activities are in italics.

Continued from previous page.

SEP Science and Engineering Practices	
Engaging in Argument from Evidence • Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s). • Construct an argument with evidence to support a claim.	*82*, 83, 85, *88*, 89, 95, 96 Teacher's Edition *Only*: *87*
Connections to Nature of Science **Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena** • Science searches for cause and effect relationships to explain natural events.	*82*, 95 Teacher's Edition *Only*: 92, *101*
DCI Disciplinary Core Ideas	
• **PS1.B: Chemical Reactions** • Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not. (2-PS1-4)	77, 79, *80–82*, 83, 84–85, *86–88*, 89, 94, 95, 96, 98, 103
CCC Crosscutting Concepts	
Cause and Effect • Events have causes that generate observable patterns. (2-PS1-4)	85, *88*, 95 Teacher's Edition *Only*: *81, 87, 92*

2-PS1	Matter and Its Interactions	
K–2-ETS1-3	**Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.**	*100–102*
SEP Science and Engineering Practices		
Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations. • Analyze data from tests of an object or tool to determine if it works as intended. (K–2-ETS1-3)		*100–102*
DCI Disciplinary Core Ideas		
ETS1.C: Optimizing the Design Solution • Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (K–2-ETS1-3)		*100–102*

Inquiry activities are in italics.

Other Correlations	
ELD Connections	
ELD.PI. 2.6	Teacher's Edition *Only*: 85
ELD.PI.2.10	Teacher's Edition *Only*: 73, *81*
ELD.PI.2.11	Teacher's Edition *Only*: 65
ELD.PII.2.5	Teacher's Edition *Only*: 75, *101*
CCSS ELA/Literacy Connections	
RI.2.3	93 Teacher's Edition *Only*: 72
RI.2.8	90–91
W.2.8	93
L.2.6	Teacher's Edition *Only*: *70, 80*
ALSO INTEGRATES:	
SEP Analyzing and Interpreting Data	*69–70, 82, 88, 101–102*
SEP Asking Questions and Defining Problems	96
SEP Constructing Explanations and Designing Solutions	*100–102* Teacher's Edition *Only*: 99
SEP Engaging in Argument from Evidence	*70*, 73
SEP Obtaining, Evaluating, and Communicating Information	84–85, 89, 90–91, 92, 93, 99
SEP Planning and Carrying Out Investigations	*62–64, 69–70, 80–82, 86–88, 100–102*
W.2.10	73

Inquiry activities are in italics.

Teacher's Edition

Grade 2 • Unit 3

Inspire Science

Earth's Changing Landscape

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: Landscape Changes
2-ESS1-1	●
2-ESS2-1	●
K–2-ETS1-2	●

Correlations by Module to the ~~NGSS~~

MODULE: Landscape Changes

2-ESS1	Earth's Place in the Universe	
2-ESS1-1	**Use information from several sources to provide evidence that Earth events can occur quickly or slowly.** *[Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.] [Assessment Boundary: Assessment does not include quantitative measurements of timescales.]*	12–13, *17*, 18–19, *20–21*, 22, *25*, 27, 28, *34*, 35, 43, *44–45*, 49 Teacher's Edition *Only*: 37
SEP Science and Engineering Practices		
Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions. • Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (2-ESS1-1)		*8–10*, 11, 12–13, *14–17*, 18–19, *20–21*, 22, *25*, 26, 27, 28, *33–34*, 35, 36–39, *40–41*, 43, *44–45*, 48, 49
DCI Disciplinary Core Ideas		
ESS1.C: The History of Planet Earth • Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1)		*10*, 12–13, *17*, 18–19, *20–21*, 22, *25*, 27, 28, 29, 31, *32–34*, 35, 36–39, *40–41*, 42–43, 44–45, 47, 48, 49, 67–68

Inquiry activities are in italics.

Continued from previous page.

CCC Crosscutting Concepts	
Stability and Change • Things may change slowly or rapidly. (2-ESS1-1)	*10*, 13, *25*, *34*, 35, 36–39, *41*, 49 Teacher's Edition *Only*: *16, 33*

2-ESS2	Earth's Systems	
2-ESS2-1	**Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.*** *[Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.]*	*58–59, 60–61, 72* Teacher's Edition *Only*: 57
SEP Science and Engineering Practices		
Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions. • Compare multiple solutions to a problem. (2-ESS2-1)		*54–55, 58–59, 60–61, 72* Teacher's Edition *Only*: 57
DCI Disciplinary Core Ideas		
ESS2.A: Earth Materials and Systems • Wind and water can change the shape of the land. (2-ESS2-1)		51, *54–55*, 56–57, *60–61*, 64, 66, 73
ETS1.C: Optimizing the Design Solution • Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (secondary to 2-ESS2-1)		*55, 58–59, 71–72*
CCC Crosscutting Concepts		
Stability and Change • Things may change slowly or rapidly. (2-ESS2-1)		Teacher's Edition *Only*: *55, 61*
Connections to Nature of Science **Science Addresses Questions About the Natural and Material World** • Scientists study the natural and material world. (2-ESS2-1)		Teacher's Edition *Only*: *59*, 68
Connections to Engineering, Technology, and Applications of Science **Influence of Engineering, Technology, and Science on Society and the Natural World** • Developing and using technology has impacts on the natural world. (2-ESS2-1)		Teacher's Edition *Only*: 68

Inquiry activities are in italics.

K–2	Engineering Design	
K–2-ETS1-2	**Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.**	*54–55, 58–59, 60–61*, 65, 69
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. (K–2-ETS1-2)		*54–55*, *58–59, 60–61*, 69, *70–72*
DCI Disciplinary Core Ideas		
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. (K–2-ETS1-2)		*54–55, 58–59, 60–61*, 69, *70–72*
CCC Crosscutting Concepts		
Structure and Function • The shape and stability of structures of natural and designed objects are related to their function(s). (K–2-ETS1-2)		*58–59* Teacher's Edition *Only*: 52, *55*, 65, 69

Other Correlations	
ELD Connections	
ELD.PI.2.6	Teacher's Edition *Only*: 23, 42, 57
ELD.PI.2.11	Teacher's Edition *Only*: 48, 64
CCSS ELA/Literacy Connections	
RI.2.1	Teacher's Edition *Only*: 22
RI.2.3	Teacher's Edition *Only*: 38

Inquiry activities are in italics.

Continued from previous page.

ALSO INTEGRATES:	
SEP Analyzing and Interpreting Data	*8–10, 17, 25, 41, 55, 59, 61*
SEP Asking Questions and Defining Problems	28
SEP Developing and Using Models	*14–17, 24–25, 32–34, 40–41*
SEP Engaging in Argument from Evidence	11, *20–21*, 35
SEP Obtaining, Evaluating, and Communicating Information	12–13, 18–19, *20–21*, 23, 36–39, 42–43, *44–45*, 50, 56–57, 69
SEP Planning and Carrying Out Investigations	*8–10, 14–17, 20–21, 24–25*, 28, *32–34, 40–41, 44–45, 54–55, 58–59, 60–61, 70–72*
DCI PS1.A: Structure and Properties of Matter	*55*
CCC Cause and Effect	*21*, 37, 38, 49, 54 Teacher's Edition *Only*: *15, 33, 47*
ELD.PI.2.1	Teacher's Edition *Only*: *10, 71*
ELA W.2.2	63
W.2.7	*45*
ELA W.2.8	47 Teacher's Edition *Only*: *17*
ELA W.2.11	*21*
Math 2.OA.1	*58*

Inquiry activities are in italics.

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.

Continued from previous page.

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.

Continued from previous page.

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.