Instructional Materials Criterion Form
Second Grade Science Standards

Students will:

2-1: 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).

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Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices **(SEP)** is evident.					
2. Grade appropriate evidence of the crosscutting concepts **(CCC)** is evident.					
3. Grade appropriate evidence that the disciplinary core idea **(DCI)** is evident.					
4. Materials focus on an integration of SEP's **and** CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards. □ Math Standards Connections Visible □ ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form					

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)
Portions of the standard that are missing or not well developed in the instructional material (if any):
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Instructional Materials Criterion Form
Second Grade Science Standards

Students will:

2-2: Collect and evaluate data to determine appropriate uses of materials based on their properties (e.g., strength, flexibility, hardness, texture, absorbency).*

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Instructional Materials Criterion Form
Second Grade Science Standards

Students will:

2-3: 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.

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Instructional Materials Criterion Form
Second Grade Science Standards

Students will:

2-4: 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).

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Instructional Materials Criterion Form
Second Grade Science Standards

Students will:

2-5: 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.

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Instructional Materials Criterion Form
Second Grade Science Standards

Students will:

2-6: 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).*

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Instructional Materials Criterion Form
Second Grade Science Standards

Students will:

2-7: 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).

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Instructional Materials Criterion Form
Second Grade Science Standards

Students will:

2-8: Make observations from media to obtain information about Earth 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).

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Instructional Materials Criterion Form
Second Grade Science Standards

Students will:

2-9: Create models to identify physical features of Earth (e.g., mountains, valleys, plains, deserts, lakes, rivers, oceans).

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Instructional Materials Criterion Form
Second Grade Science Standards

Students will:

2-10: 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).					
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Instructional Materials Criterion Form
Second Grade Science Standards

Students will:

2-11: Examine and test solutions that address changes caused by Earth's events (e.g., dams for minimizing flooding, plants for controlling erosion).*					
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