**Science**

We will be working with an on-line program, Mystery Science, which we feel will add additional learning experiences. We will be jumping around between Unit 10 – Life Cycles, and Unit 11 – Basic Needs and Environments, since they coordinate with the Savvas Reading curriculum.

**Unit 10: Life Cycles**

**BIG IDEA 16**: Heredity and Reproduction​

1. Offspring of plants and animals are similar to, but not exactly like, their parents or each other.
2. Life cycles vary among organisms, but reproduction is a major stage in the life cycle of all organisms.

**Grade 2 Benchmarks** ​

**Lessons 1, 2, and 3:**

SC.2.L.16.1 observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.

​This unit also focuses on and reinforces these Nature of Science Benchmarks.​

**Lesson 1, 2, and 3:**

SC.2.N.1.1 Raise questions about the natural world, investigate them in teams through free explorations and systematic observations, and generate appropriate explanations based on those explorations.

**Lesson 2:**

SC.2.N.1.3 Ask “How do you know?”in appropriate situations and attempt reasonable answers when asked the same questions by others.

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**Continued…**

**Unit 11: Basic Needs and Environments**

​**BIG IDEA 17**: Interdependence​

1. Plants and animals, including humans, interact with and depend upon each other and their environment to satisfy their basic needs.
2. Both human activities and natural events can have major impacts on the environment.
3. Energy flows from the sun through producers to consumers.

**Lessons 1, 2:**

SC.2.L.17.1 Compare and contrast the basic needs that all living things, including humans, have for survival.

**Lessons 3, 4:**

SC.2.L.17.2 Recognize and explain that living things are found all over earth, but each is only able to live in habitats that meet its basic needs.

This unit also focuses on and reinforces these Nature of Science Benchmarks.

**Lessons 1, 2, 3, 4:**

​SC.2.N.1.1 Raise questions about the natural world, investigate them in teams through free explorations and systematic observations, and generate appropriate explanations based on those explorations.

**Lesson 3:**

SC.2.N.1.3 Ask “How do you know? in appropriate situations and attempt reasonable answers when asked the same question about others.

**Lesson 3:**

SC.2.N.1.4 Explain how particular scientific investigations should yield similar conclusions when repeated.

**Lessons 1, 3:**

SC.2.N.1.5 Distinguish between empirical observation (what you see, hear, feel, smell and taste) and ideas or inferences (What you think).