

Meeting the California Science Standards with the Life Lab Science Program Curriculum

CALIFORNIA SCIENCE STANDARDS -- GRADE TWO
Grd. No. Sct. California Science Standard Description

LIFE LAB SCIENCE PROGRAM
Grd. Units/Modules

2	1	The motion of objects can be observed and measured. As a basis for understanding this concept, students know:			
2	1	a.	the position of an object can be described by locating it relative to another object or the background.	4	Habitats
2	1	b.	an object's motion can be described by recording the change in its position over time.	4	Habitats
2	1	c.	the way to change how something is moving is to give it a push or a pull. The size of the change is related to the amount of "force."	3	How Things Work/Tools
2	1	d.	tools and machines are used to apply pushes and pulls (forces) to make things move.	3	How Things Work/Tools
2	1	e.	objects near the Earth fall to the ground unless something holds them up.	N/A	
2	1	f.	magnets can be used to make some objects move without being touched.	N/A	
2	1	g.	sound is made by vibrating objects and can be described by its pitch and volume.	3	How Things Work/Garden Animals

2	2	Plants and animals have predictable life cycles.			
2	2		Plants and animals have predictable life cycles.	1 1 2 3	Earth is Home/Exploring Plant Life Earth is Home/Exploring Animal Life Change Around Us/Investigating Plants How Things Work/Seeds
2	2	a.	Organisms reproduce offspring of their own kind. The offspring resemble their parents and each other.	N/A	
2	2	b.	The sequential stages of life cycles are different for different animals, for example butterflies, frogs, and mice.	1	Earth is Home/Exploring Animal Life
2	2	c.	Many characteristics of an organism are inherited from the parents. Some are caused by, or influenced by, the environment.	N/A	
2	2	d.	There is variation among individuals of one kind within a population.	N/A	
2	2	e.	The germination, growth, and development of plants can be affected by light, gravity, touch, or environmental stress.	K K 1 2 3 3	Great Explorations/Exploring Our Senses Great Explorations/Exploring Water Earth is Home/Exploring Soil Change Around Us/Investigating Plants How Things Work/Seeds How Things Work/Plants
2	2	f.	In plants, flowers and fruits are associated with reproduction.	1 1 3	Earth is Home/Investigating Seeds Earth is Home/Exploring Plant Life How Things Work/Seeds

2	3	Earth is made of materials that have distinct properties and provide resources for human activities. As the basis for understanding this concept, students know:			
2	3	a.	how to compare the physical properties of different kinds of rocks and that rock is composed of different combinations of minerals.	K	Great Explorations/Exploring Soil
2	3	b.	smaller rocks come from the breakage and weathering of larger rocks.	K	Great Explorations/Exploring Soil
2	3	c.	soil is made partly from weathered rock and partly from organic materials, and soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants.	1 3 3 4 4	Earth is Home/Exploring Soil How Things Work/Soil How Things Work/Habitats Nutrient Interactions Food Webs
2	3	d.	fossils provide evidence about the plants and animals that lived long ago, and scientists learn about Earth's history by studying fossils.	5 5	Changes Change Over Time
2	3	e.	rock, water, plants and soil provide many resources including food, fuel, and building materials that humans use.	3	How Things Work/Soil

2	4	Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept, and to address the content in the other three strands, students should develop their own questions and perform investigations. Students will:		
2	4	a. make predictions based on patterns of observation rather than random guessing.	1 1 1 1 2 2 2 2 2 2 2 2 3	Earth is Home/Investigating Seeds Earth is Home/Exploring Soil Earth is Home/Observing Earth's Cycles Earth is Home/Exploring Plant Life Change Around Us/Investigating Plants Change Around Us/Investigating Water Change Around Us/Investigating Air Change Around Us/Invest. Resources Change Around Us/Conserving Resources How Things Work
2	4	b. measure length, weight, temperature, and liquid volume with appropriate tools and express measurements in standard and non-standard units.	1 2 2 2 2 2 3 3 3	Earth is Home/Observing Earth's Cycles Change Around Us/Investigating Air Change Around Us/Invest. Food Chains Change Around Us/Invest. Resources Change Around Us/Conserving Resources How Things Work/Weather & Climate How Things Work/Tools How Things Work/Plants
2	4	c. compare and sort common objects based on two or more physical attributes (including color, shape, texture, size, weight)	1 3 3	Earth is Home/Observing Earth's Cycles How Things Work How Things Work/Weather & Climate
2	4	d. write or draw descriptions of a sequence of steps, events, and observations.	1 2 2 2 2 2 2 2 2 2 3	Earth is Home/Investigating Seeds Change Around Us/Sensing Changes Change Around Us/Investigating Plants Change Around Us/Investigating Water Change Around Us/Investigating Air Change Around Us/Investigating Food Change Around Us/Invest. Food Chains Change Around Us/Conserving Resources How Things Work
2	4	e. construct bar graphs to record data using appropriately labeled axes	3 4	How Things Work/Tools Light Interactions
2	4	f. write or draw descriptions of a sequence of steps, events, and observations, and include the use of magnifiers or microscopes.	1 1 2 3 3	Earth is Home/Exploring Soil Earth is Home/Exploring Animal Life Change Around Us/Invest. Food Chains How Things Work/Seeds How Things Work/Plants
2	4	g. follow verbal instructions for a scientific investigation.	1 2 2 2 3 3	Earth is Home/Investigating Seeds Change Around Us/Investigating Plants Change Around Us/Investigating Water Change Around Us/Conserving Resources How Things Work How Things Work/Plants