



| 2 <sup>nd</sup> GRADE SCIENCE   |  |
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| Cardinal Newman Standards: Catholic Identity Integration  |  |
| <ul style="list-style-type: none"> <li>• <b>CS.S.K6.IS1:</b> Explain what it means to say that God created the world and all matter out of nothing at a certain point in time; how it manifests His wisdom, glory, and purpose; and how He holds everything in existence according to His plan.<br/><i>(NGSS.2.PS1.1; PS1.2; LS2.1; LS2.2; LS4.1; ESS1.1)</i></li> <li>• <b>CS.S.K6.IS7:</b> Describe how science and technology should always be at the service of humanity and, ultimately, to God, in harmony with His purposes.<br/><i>(NGSS.2.PS1.2; PS1.3; PS1.4; LS4.1; ESS2.1; ESS2.3; ETS1.1; ETS1.2; ETS1.3)</i></li> <li>• <b>CS.S.K6.DS1:</b> Display a sense of wonder and delight about the natural universe and its beauty.<br/><i>(NGSS.2.PS1.1; PS1.2; PS1.3; LS2.1; LS2.2; LS4.1; ESS1.1; ESS2.2; ESS2.3; ETS1.1)</i></li> </ul>  |  |
| Priority Skills   | Supporting Skills  |
| <ul style="list-style-type: none"> <li>• Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</li> <li>• Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.</li> <li>• Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.</li> <li>• Plan and conduct an investigation to determine if plants need sunlight and water to grow.</li> <li>• Make observations of plants and animals to compare the diversity of life in different habitats.</li> <li>• Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</li> <li>• Ask questions, make observations, and gather information about a situation people want to change to define a simple problem.</li> <li>• 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.</li> <li>• Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</li> </ul> | <ul style="list-style-type: none"> <li>• Understand and articulate that large objects are made of smaller objects.</li> <li>• Recognize the role that animals play in the lifecycle of plants, and vice versa.</li> <li>• Understand and articulate natural processes such as erosion via wind and water.</li> <li>• Obtain information to identify where water is found on Earth and that it can be solid or liquid.</li> </ul> |



### Essential Questions

- What causes land to change over time?
- How do the properties of different materials relate to their use?
- How do plants interact with their environment?
- How does asking questions lead to growing in faith and knowledge?
- What does the diversity inherent in nature reveal to us about God's plan?

### Vital Vocabulary

- Analyze, Assemble, Chemical, Classification, Classify, Construct, Disassemble, Diverse, Erode, Gas, Habitat, Illustrate, Interdependence, Liquid, Mimic, Model, Observable, Pattern, Pollination, Purpose, Solid, Solution, Texture, Timescale

*Additional Resources:* [Cardinal Newman Science Resources, Appendix E](#)