

# Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

## Grade Two Standards Arranged by Disciplinary Core Ideas

### California Department of Education

Clarification statements were created by the writers of NGSS to supply examples or additional clarification to the performance expectations and assessment boundary statements.

\*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

\*\*California clarification statements, marked with double asterisks, were incorporated by the California Science Expert Review Panel. The section entitled “Disciplinary Core Ideas” is reproduced verbatim from *A Framework for K–12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas*. Revised March 2015.

### 2-LS2 Ecosystems: Interactions, Energy, and Dynamics

| 2-LS2 Ecosystems: Interactions, Energy, and Dynamics  |  |   |
|---|--|---|
| Students who demonstrate understanding can:   |  |   |
| <b>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.]</b>   |  |   |
| <b>2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.*</b>  |  |   |
| The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K–12 Science Education</i> :  |  |   |
| <p style="text-align: center;"><b>Science and Engineering Practices</b></p> <p><b>Developing and Using Models</b><br/>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.</p> <ul style="list-style-type: none"> <li>Develop a simple model based on evidence to represent a proposed object or tool. (2-LS2-2)</li> </ul> <p><b>Planning and Carrying Out Investigations</b><br/>Planning and carrying out investigations to answer questions or test solutions to</p> | <p style="text-align: center;"><b>Disciplinary Core Ideas</b></p> <p><b>LS2.A: Interdependent Relationships in Ecosystems</b></p> <ul style="list-style-type: none"> <li>Plants depend on water and light to grow. (2-LS2-1)</li> <li>Plants depend on animals for pollination or to move their seeds around. (2-LS2-2)</li> </ul> <p><b>ETS1.B: Developing Possible Solutions</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul> | <p style="text-align: center;"><b>Crosscutting Concepts</b></p> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Events have causes that generate observable patterns. (2-LS2-1)</li> </ul> <p><b>Structure and Function</b></p> <ul style="list-style-type: none"> <li>The shape and stability of structures of natural and designed objects are related to their function(s). (2-LS2-2)</li> </ul> |

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|--|--|--|
| <p>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.</p> <ul style="list-style-type: none"> <li>▪ Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (2-LS2-1)</li> </ul>  |  |  |
| <p><i>Connections to other DCIs in second grade:</i> N/A</p>   |  |  |
| <p><i>Articulation of DCIs across grade-bands:</i> <b>K.LS1.C</b> (2-LS2-1); <b>K-ESS3.A</b> (2-LS2-1); <b>K.ETS1.A</b> (2-LS2-2); <b>5.LS1.C</b> (2-LS2-1); <b>5.LS2.A</b> (2-LS2-2)</p>  |  |  |
| <p><i>California Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p><b>W.2.7</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-LS2-1)</p> <p><b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question. (2-LS2-1)</p> <p><b>SL.2.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (2-LS2-2)</p> <p><i>Mathematics –</i></p> <p><b>MP.2</b> Reason abstractly and quantitatively. (2-LS2-1)</p> <p><b>MP.4</b> Model with mathematics. (2-LS2-1),(2-LS2-2)</p> <p><b>MP.5</b> Use appropriate tools strategically. (2-LS2-1)</p> <p><b>2.MD.10</b> Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (2-LS2-2)</p> |  |  |

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2-LS4 Biological Evolution: Unity and Diversity

**2-LS4 Biological Evolution: Unity and Diversity**

Students who demonstrate understanding can:  
**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.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K–12 Science Education*:

| Science and Engineering Practices  | Disciplinary Core Ideas  | Crosscutting Concepts |
|--|--|-----------------------|
| <p><b>Planning and Carrying Out Investigations</b><br/>                     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.</p> <ul style="list-style-type: none"> <li>Make observations (firsthand or from media) to collect data which can be used to make comparisons. (2-LS4-1)</li> </ul> <p>-----</p> <p><b>Connections to Nature of Science</b></p> | <p><b>LS4.D: Biodiversity and Humans</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul> |                       |

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|   |  |  |
|---|--|--|
| <p><b>Scientific Knowledge is Based on Empirical Evidence</b></p> <ul style="list-style-type: none"> <li>▪ Scientists look for patterns and order when making observations about the world. (2-LS4-1)</li> </ul>  |  |  |
| <p><i>Connections to other DCIs in second grade: N/A</i></p>  |  |  |
| <p><i>Articulation of DCIs across grade-bands: 3.LS4.C (2-LS4-1); 3.LS4.D (2-LS4-1); 5.LS2.A (2-LS4-1)</i></p>  |  |  |
| <p><i>California Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p><b>W.2.7</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-LS4-1)</p> <p><b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question. (2-LS4-1)</p> <p><i>Mathematics –</i></p> <p><b>MP.2</b> Reason abstractly and quantitatively. (2-LS4-1)</p> <p><b>MP.4</b> Model with mathematics. (2-LS4-1)</p> <p><b>2.MD.10</b> Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (2-LS4-1)</p> |  |  |

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2-ESS1 Earth’s Place in the Universe

| 2-ESS1 Earth’s Place in the Universe   |  |  |
|--|--|--|
| Students who demonstrate understanding can:  |  |  |
| <b>2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</b><br>[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.]  |  |  |
| The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K–12 Science Education</i> :   |  |  |
| <b>Science and Engineering Practices</b><br><br><b>Constructing Explanations and Designing Solutions</b><br>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.<br>▪ Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (2-ESS1-1) | <b>Disciplinary Core Ideas</b><br><br><b>ESS1.C: The History of Planet Earth</b><br>▪ Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1) | <b>Crosscutting Concepts</b><br><br><b>Stability and Change</b><br>▪ Things may change slowly or rapidly. (2-ESS1-1) |
| <i>Connections to other DCIs in second grade: N/A</i>  |  |  |
| <i>Articulation of DCIs across grade-bands: 3.LS2.C (2-ESS1-1); 4.ESS1.C (2-ESS1-1); 4.ESS2.A (2-ESS1-1)</i>   |  |  |
| <i>California Common Core State Standards Connections:<br/>ELA/Literacy –</i>  |  |  |

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|                      |  |
|----------------------|--|
| <b>RI.2.1</b>        | Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. (2-ESS1-1)                   |
| <b>RI.2.3</b>        | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-ESS1-1)  |
| <b>W.2.6</b>         | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (2-ESS1-1)  |
| <b>W.2.7</b>         | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-ESS1-1)  |
| <b>W.2.8</b>         | Recall information from experiences or gather information from provided sources to answer a question. (2-ESS1-1)   |
| <b>SL.2.2</b>        | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.<br>a. Give and follow three- and four-step oral directions. <b>CA</b> (2-ESS1-1) |
| <i>Mathematics –</i> |  |
| <b>MP.2</b>          | Reason abstractly and quantitatively. (2-ESS1-1)   |
| <b>MP.4</b>          | Model with mathematics. (2-ESS1-1)   |
| <b>2.NBT.1-4</b>     | Understand place value. (2-ESS1-1)   |

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2-ESS2 Earth’s Systems

| 2-ESS2 Earth’s Systems  |   |   |
|---|---|---|
| Students who demonstrate understanding can:   |   |   |
| <p><b>2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.*</b><br/> <i>[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.]</i></p> <p><b>2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.</b> <i>[Assessment Boundary: Assessment does not include quantitative scaling in models.]</i></p> <p><b>2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.</b></p> |   |   |
| The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K–12 Science Education</i> :  |   |   |
| <b>Science and Engineering Practices</b>  | <b>Disciplinary Core Ideas</b>  | <b>Crosscutting Concepts</b>  |
| <p><b>Developing and Using Models</b><br/>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.</p> <ul style="list-style-type: none"> <li>▪ Develop a model to represent patterns in the natural world. (2-ESS2-2)</li> </ul> <p><b>Constructing Explanations and Designing Solutions</b><br/>Constructing explanations and designing solutions in K–2 builds on prior</p>   | <p><b>ESS2.A: Earth Materials and Systems</b></p> <ul style="list-style-type: none"> <li>▪ Wind and water can change the shape of the land. (2-ESS2-1)</li> </ul> <p><b>ESS2.B: Plate Tectonics and Large-Scale System Interactions</b></p> <ul style="list-style-type: none"> <li>▪ Maps show where things are located. One can map the shapes and kinds of land and water in any area. (2-ESS2-2)</li> </ul> <p><b>ESS2.C: The Roles of Water in Earth’s Surface Processes</b></p> <ul style="list-style-type: none"> <li>▪ Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form. (2-ESS2-3)</li> </ul> <p><b>ETS1.C: Optimizing the Design Solution</b></p> | <p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>▪ Patterns in the natural world can be observed. (2-ESS2-2),(2-ESS2-3)</li> </ul> <p><b>Stability and Change</b></p> <ul style="list-style-type: none"> <li>▪ Things may change slowly or rapidly. (2-ESS2-1)</li> </ul> <p style="text-align: center;">-----</p> <p style="text-align: center;"><b><i>Connections to Engineering, Technology, and Applications of Science</i></b></p> <p><b>Influence of Engineering, Technology, and Science on Society and the Natural</b></p> |

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|  |   |   |
|--|---|---|
| <p>experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.</p> <ul style="list-style-type: none"> <li>Compare multiple solutions to a problem. (2-ESS2-1)</li> </ul> <p><b>Obtaining, Evaluating, and Communicating Information</b></p> <p>Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.</p> <ul style="list-style-type: none"> <li>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)</li> </ul> | <ul style="list-style-type: none"> <li>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)</li> </ul> | <p><b>World</b></p> <ul style="list-style-type: none"> <li>Developing and using technology has impacts on the natural world. (2-ESS2-1)</li> </ul> <p>-----</p> <p><b>Connections to Nature of Science</b></p> <p><b>Science Addresses Questions About the Natural and Material World</b></p> <ul style="list-style-type: none"> <li>Scientists study the natural and material world. (2-ESS2-1)</li> </ul> |
| <p><i>Connections to other DCIs in second grade: 2.PS1.A (2-ESS2-3)</i></p>  |   |   |
| <p><i>Articulation of DCIs across grade-bands: K.ETS1.A (2-ESS2-1); 4.ESS2.A (2-ESS2-1); 4.ESS2.B (2-ESS2-2); 4.ETS1.A (2-ESS2-1); 4.ETS1.B (2-ESS2-1); 4.ETS1.C (2-ESS2-1); 5.ESS2.A (2-ESS2-1); 5.ESS2.C (2-ESS2-2),(2-ESS2-3)</i></p>   |   |   |
| <p><i>California Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p><b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-ESS2-1)</p> <p><b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic. (2-ESS2-1)</p> <p><b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (2-ESS2-3)</p>   |   |   |

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**Grade Two**  
***Standards Arranged by Disciplinary Core Ideas***

|                      |   |
|----------------------|---|
| <b>W.2.8</b>         | Recall information from experiences or gather information from provided sources to answer a question. (2-ESS2-3)  |
| <b>SL.2.5</b>        | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (2-ESS2-2)  |
| <i>Mathematics –</i> |   |
| <b>MP.2</b>          | Reason abstractly and quantitatively. (2-ESS2-1),(2-ESS2-2)   |
| <b>MP.4</b>          | Model with mathematics. (2-ESS2-1),(2-ESS2-2)   |
| <b>MP.5</b>          | Use appropriate tools strategically. (2-ESS2-1)   |
| <b>2.NBT.3</b>       | Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (2-ESS2-2)   |
| <b>2.MD.5</b>        | Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. (2-ESS2-1) |

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2-PS1 Matter and its Interactions

| 2-PS1 Matter and its Interactions           |   |
|---|---|
| Students who demonstrate understanding can: |   |
| <b>2-PS1-1.</b>                             | <b>Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</b> [Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.]   |
| <b>2-PS1-2.</b>                             | <b>Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.*</b> [Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.] [Assessment Boundary: Assessment of quantitative measurements is limited to length.] |
| <b>2-PS1-3.</b>                             | <b>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.</b> [Clarification Statement: Examples of pieces could include blocks, building bricks, or other assorted small objects.]  |
| <b>2-PS1-4.</b>                             | <b>Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.</b> [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.]     |

The performance expectations above were developed using the following elements from the NRC document *A Framework for K–12 Science Education*:

| Science and Engineering Practices   | Disciplinary Core Ideas   | Crosscutting Concepts   |
|---|---|---|
| <b>Planning and Carrying Out Investigations</b><br>Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple | <b>PS1.A: Structure and Properties of Matter</b><br>■ 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 | <b>Patterns</b><br>■ Patterns in the natural and human designed world can be observed. (2-PS1-1)<br><br><b>Cause and Effect</b> |

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|  |   |   |
|--|---|---|
| <p>investigations, based on fair tests, which provide data to support explanations or design solutions.</p> <ul style="list-style-type: none"> <li>Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (2-PS1-1)</li> </ul> <p><b>Analyzing and Interpreting Data</b><br/>Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> <li>Analyze data from tests of an object or tool to determine if it works as intended. (2-PS1-2)</li> </ul> <p><b>Constructing Explanations and Designing Solutions</b><br/>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.</p> <ul style="list-style-type: none"> <li>Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (2-PS1-3)</li> </ul> <p><b>Engaging in Argument from Evidence</b></p> | <p>observable properties. (2-PS1-1)</p> <ul style="list-style-type: none"> <li>Different properties are suited to different purposes. (2-PS1-2),(2-PS1-3)</li> <li>A great variety of objects can be built up from a small set of pieces. (2-PS1-3)</li> </ul> <p><b>PS1.B: Chemical Reactions</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul> | <ul style="list-style-type: none"> <li>Events have causes that generate observable patterns. (2-PS1-4)</li> <li>Simple tests can be designed to gather evidence to support or refute student ideas about causes. (2-PS1-2)</li> </ul> <p><b>Energy and Matter</b></p> <ul style="list-style-type: none"> <li>Objects may break into smaller pieces and be put together into larger pieces, or change shapes. (2-PS1-3)</li> </ul> <p>-----</p> <p style="text-align: center;"><b>Connections to Engineering, Technology, and Applications of Science</b></p> <p><b>Influence of Engineering, Technology, and Science on Society and the Natural World</b></p> <ul style="list-style-type: none"> <li>Every human-made product is designed by applying some knowledge of the natural world and is built by using natural materials. (2-PS1-2)</li> </ul> |
|--|---|---|

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|   |  |  |
|---|--|--|
| <p>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).</p> <ul style="list-style-type: none"> <li>Construct an argument with evidence to support a claim. (2-PS1-4)</li> </ul> <p>-----</p> <p><b>Connections to Nature of Science</b></p> <p><b>Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena</b></p> <ul style="list-style-type: none"> <li>Scientists search for cause and effect relationships to explain natural events. (2-PS1-4)</li> </ul>  |  |  |
| <p><i>Connections to other DCIs in second grade:</i> N/A</p>  |  |  |
| <p><i>Articulation of DCIs across grade-bands:</i> <b>4.ESS2.A</b> (2-PS1-3); <b>5.PS1.A</b> (2-PS1-1),(2-PS1-2),(2-PS1-3); <b>5.PS1.B</b> (2-PS1-4); <b>5.LS2.A</b> (2-PS1-3)</p>  |  |  |
| <p><i>California Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p><b>RI.2.1</b> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. (2-PS1-4)</p> <p><b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-PS1-4)</p> <p><b>RI.2.8</b> Describe how reasons support specific points the author makes in a text. (2-PS1-2),(2-PS1-4)</p> <p><b>W.2.1</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons</p> |  |  |

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# Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

## Grade Two Standards Arranged by Disciplinary Core Ideas

|                      |   |
|----------------------|---|
|                      | that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section. (2-PS1-4)   |
| <b>W.2.7</b>         | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-PS1-1),(2-PS1-2),(2-PS1-3)  |
| <b>W.2.8</b>         | Recall information from experiences or gather information from provided sources to answer a question. (2-PS1-1),(2-PS1-2),(2-PS1-3)   |
| <i>Mathematics –</i> |   |
| <b>MP.2</b>          | Reason abstractly and quantitatively. (2-PS1-2)   |
| <b>MP.4</b>          | Model with mathematics. (2-PS1-1),(2-PS1-2)   |
| <b>MP.5</b>          | Use appropriate tools strategically. (2-PS1-2)  |
| <b>2.MD.10</b>       | Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (2-PS1-1),(2-PS1-2) |

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## Grade Two Standards Arranged by Disciplinary Core Ideas

### K–2 Engineering Design

| K–2-ETS1 Engineering Design   |  |   |
|---|--|---|
| Students who demonstrate understanding can:   |  |   |
| <p><b>K–2-ETS1-1.</b> 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.</p> <p><b>K–2-ETS1-2.</b> 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.</p> <p><b>K–2-ETS1-3.</b> Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</p>  |  |   |
| The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K–12 Science Education</i> :  |  |   |
| Science and Engineering Practices   | Disciplinary Core Ideas  | Crosscutting Concepts   |
| <p><b>Asking Questions and Defining Problems</b><br/>Asking questions and defining problems in K–2 builds on prior experiences and progresses to simple descriptive questions.</p> <ul style="list-style-type: none"> <li>Ask questions based on observations to find more information about the natural and/or designed world(s). (K–2-ETS1-1)</li> <li>Define a simple problem that can be solved through the development of a new or improved object or tool. (K–2-ETS1-1)</li> </ul> <p><b>Developing and Using Models</b><br/>Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing,</p> | <p><b>ETS1.A: Defining and Delimiting Engineering Problems</b></p> <ul style="list-style-type: none"> <li>A situation that people want to change or create can be approached as a problem to be solved through engineering. (K–2-ETS1-1)</li> <li>Asking questions, making observations, and gathering information are helpful in thinking about problems. (K–2-ETS1-1)</li> <li>Before beginning to design a solution, it is important to clearly understand the problem. (K–2-ETS1-1)</li> </ul> <p><b>ETS1.B: Developing Possible Solutions</b></p> <ul style="list-style-type: none"> <li>Designs can be conveyed through</li> </ul> | <p><b>Structure and Function</b></p> <ul style="list-style-type: none"> <li>The shape and stability of structures of natural and designed objects are related to their function(s). (K–2-ETS1-2)</li> </ul> |

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## Grade Two Standards Arranged by Disciplinary Core Ideas

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| <p>physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.</p> <ul style="list-style-type: none"> <li>Develop a simple model based on evidence to represent a proposed object or tool. (K–2-ETS1-2)</li> </ul> <p><b>Analyzing and Interpreting Data</b><br/>Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> <li>Analyze data from tests of an object or tool to determine if it works as intended. (K–2-ETS1-3)</li> </ul> | <p>sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people. (K–2-ETS1-2)</p> <p><b>ETS1.C: Optimizing the Design Solution</b></p> <ul style="list-style-type: none"> <li>Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (K–2-ETS1-3)</li> </ul> |  |
| <p><i>Connections to other DCIs in this grade-band:</i><br/> <i>Connections to K–2-ETS1.A: Defining and Delimiting Engineering Problems include:</i><br/> <b>Kindergarten:</b> K-PS2-2, K-ESS3-2<br/> <i>Connections to K–2-ETS1.B: Developing Possible Solutions Problems include:</i><br/> <b>Kindergarten:</b> K-ESS3-3, <b>First Grade:</b> 1-PS4-4, <b>Second Grade:</b> 2-LS2-2<br/> <i>Connections to K–2-ETS1.C: Optimizing the Design Solution include:</i><br/> <b>Second Grade:</b> 2-ESS2-1</p>  |  |  |
| <p><i>Articulation of DCIs across grade-bands:</i> <b>3–5.ETS1.A</b> (K–2-ETS1-1),(K–2-ETS1-2),(K–2-ETS1-3); <b>3–5.ETS1.B</b> (K–2-ETS1-2); <b>3–5.ETS1.C</b> (K–2-ETS1-1),(K–2-ETS1-2),( K–2-ETS1-3)</p>   |  |  |
| <p><i>California Common Core State Standards Connections:</i><br/> <b>ELA/Literacy –</b><br/> <b>RI.2.1</b> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. (2-ESS1-1)<br/> <b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (K–2-ETS1-1),(K–2-ETS1-3)</p>  |  |  |

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## Grade Two Standards Arranged by Disciplinary Core Ideas

|                      |   |
|----------------------|---|
| <b>W.2.8</b>         | Recall information from experiences or gather information from provided sources to answer a question. (K–2-ETS1-1),(K–2-ETS1-3)   |
| <b>SL.2.5</b>        | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (K–2-ETS1-2)  |
| <i>Mathematics –</i> |   |
| <b>MP.2</b>          | Reason abstractly and quantitatively. (K–2-ETS1-1),(K–2-ETS1-3)   |
| <b>MP.4</b>          | Model with mathematics. (K–2-ETS1-1),(K–2-ETS1-3)   |
| <b>MP.5</b>          | Use appropriate tools strategically. (K–2-ETS1-1),(K–2-ETS1-3)  |
| <b>2.MD.10</b>       | Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (K–2-ETS1-1),(K–2-ETS1-3) |

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