**Second Grade Curriculum Pacing Guide**

**Crosscutting Concepts:** Stability and Change, Patterns, Cause and Effect

**Topics:** Plant and Animal Life Cycles, Pollination, Environmental Changes

Estimated Time: 6 Weeks

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| Animal bodies collect and transfer pollen from one flower to another. | S2L1 a, b, c, d S2E3 a, b | Stability and Change in Plants and Animals From [A Framework for K-12 Science Education](#):  
*By the end of grade 2*  
**LS1A: Structure and Function**  
- Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive, grow, and produce more plants.  
**LS1B: Growth and Development of Organisms**  
- Plants and animals have predictable characteristics at different stages of development. Plants and animals grow and change. Adult plants and animals can have young.  
- Plants and animals have unique and diverse life cycles that include being born (sprouting in plants), growing, developing into adults, reproducing, and eventually dying.  
**LS2A: Interdependent Relationships in Ecosystems**  
- Animals can move around, but plants cannot, and they often depend on animals for pollination or to move their seeds around.  
**LS2C: Ecosystem Dynamics, Functioning,** |  
- Asking questions and defining problems  
- Developing and using models  
- Planning and carrying out investigations  
- Constructing explanations and designing solutions  
- Obtaining, evaluating, and communicating information  
| Background:  
By the end of this unit, students are using the following language in their speaking and writing during EXPLAIN or ELABORATE.  
- Plants  
- Animals  
- Roots  
- Stems  
- Leaves  
- Flowers  
- Life cycle  
- Seeds  
- Grow  
- Pollinate |
and Resilience
- The places where plants and animals live often change, sometimes slowly and sometimes rapidly.

**LS2C: Ecosystem Dynamics, Functioning, and Resilience**
- The places where plants and animals live often change, sometimes slowly and sometimes rapidly.

**ESS2E: Biogeology**
- Plants and animals (including humans) can change their environment (e.g. the shape of the land, the flow of water.)

**ESS3C: Human Impacts on Earth Systems**
- Things that people do to live comfortably can affect the world around them.