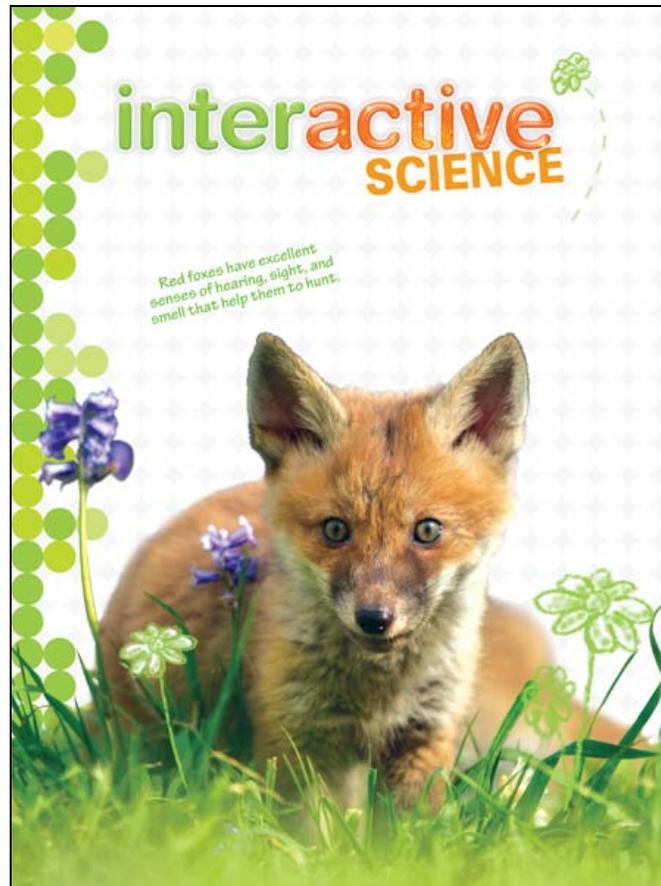


A Correlation of  
**Interactive Science**  
Grade 2, © 2016



To the  
**2015 Alabama Course of Study  
Science, Grade 2**

**A Correlation of Interactive Science, ©2016  
to the  
2015 Alabama Course of Study, Science, Grade 2**

2015 Alabama Course of Study Science	Interactive Science Grade 2, ©2016
<b>GRADE 2</b>	
<b>Matter and Its Interactions</b>	
1. Conduct an investigation to describe and classify various substances according to physical properties (e.g., milk being a liquid, not clear in color, assuming shape of its container, mixing with water; mineral oil being a liquid, clear in color, taking shape of its container, floating in water; a brick being a solid, not clear in color, rough in texture, not taking the shape of its container, sinking in water).	<b>SE/TE:</b> 16, 17-23, 58-59, 60 (Group Objects), 61 (Order Objects by Mass)  <b>TE only:</b> 2c (Reading), 21 (Science Notebook), 61a
2. Collect and evaluate data to determine appropriate uses of materials based on their properties (e.g., strength, flexibility, hardness, texture, absorbency).*	<b>SE/TE:</b> 40, 41-47  <b>TE only:</b> 61b
3. Demonstrate and explain how structures made from small pieces (e.g., linking cubes, blocks, building bricks, creative construction toys) can be disassembled and then rearranged to make new and different structures.	<b>SE/TE:</b> 42-43, 61 (Make a Presentation)  <b>TE only:</b> 2 (CCC Energy and Matter), 61c
4. Provide evidence that some changes in matter caused by heating or cooling can be reversed (e.g., heating or freezing of water) and some changes are irreversible (e.g., baking a cake, boiling an egg).	<b>SE/TE:</b> 27 (At-Home Lab), 37-39, 60 (Cool a Balloon)  <b>TE only:</b> 61d
<b>Ecosystems: Interactions, Energy, and Dynamics</b>	
5. Plan and carry out an investigation, using one variable at a time (e.g., water, light, soil, air), to determine the growth needs of plants.	<b>SE/TE:</b> 64, 77-81, 104-105, 116 (Light and Seeds)  <b>TE only:</b> 105a-105d, 117a

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6. Design and construct models to simulate how animals disperse seeds or pollinate plants (e.g., animals brushing fur against seed pods and seeds falling off in other areas, birds and bees extracting nectar from flowers and transferring pollen from one plant to another).*	<b>SE/TE:</b> 79  <b>TE only:</b> 117b
7. Obtain information from literature and other media to illustrate that there are many different kinds of living things and that they exist in different places on land and in water (e.g., woodland, tundra, desert, rainforest, ocean, river).	<b>SE/TE:</b> 65, 76, 95-99, 117  <b>TE only:</b> 62c (Reading, Music), 96 (Science Writing), 99 (Science Notebook), 117c
<b>Earth's Systems</b>	
8. Make observations from media to obtain information about Earth events that happen over a short period of time (e.g., tornados, volcanic explosions, earthquakes) or over a time period longer than one can observe (e.g., erosion of rocks, melting of glaciers).	<b>SE/TE:</b> 138, 139-143  <b>TE only:</b> 118 (CCC Stability and Change), 159a
9. Create models to identify physical features of Earth (e.g., mountains, valleys, plains, deserts, lakes, rivers, oceans).	<b>SE/TE:</b> 121, 134-137  <b>TE only:</b> 159c
10. Collect and evaluate data to identify water found on Earth and determine whether it is a solid or a liquid (e.g., glaciers as solid forms of water; oceans, lakes, rivers, streams as liquid forms of water).	<b>SE/TE:</b> 120, 133  <b>TE only:</b> 159d
<b>Earth and Human Activity</b>	
11. Examine and test solutions that address changes caused by Earth's events (e.g., dams for minimizing flooding, plants for controlling erosion).*	<b>TE only:</b> 140 (Differentiated Instruction), 159b