

SCIENCE – GRADE 2**Grade:** 2**Academic Standard:** 2.1**Academic Standard Indicator:** 2.1.5**Core Standard:** No

Standard Description (Academic or Indicator): Demonstrate the ability to work with a team but still reach and communicate one's own conclusions about findings.

Suggestion for Integrating International

Content: Using pen pals, video conferencing, and/or Internet communication, have students demonstrate the ability to work with an international team, but still reach and communicate one's own conclusion about findings. To do this, set up joint projects or tasks with the teacher of the international class with whom you are partnered. *Suggested resource:* <http://www.epals.com/>.

Grade: 2**Academic Standard:** 2.3**Academic Standard Indicator:** 2.3.2**Core Standard:** Yes

Standard Description (Academic or Indicator): Investigate, compare and describe weather changes from day to day but recognize, describe, and chart that the temperature and amounts of rain or snow tend to be high, medium, or low in the same months every year.

Suggestion for Integrating International

Content: Have students investigate, compare, and describe weather changes from day to day in various parts of the world. Help them recognize, describe, and chart the temperature and amounts of rain or snow and explain how they tend to be high, medium, or low in the same months every year, but vary from region to region in the world.

Grade: 2**Academic Standard:** 2.3**Academic Standard Indicator:** 2.3.6**Core Standard:** Yes

Standard Description (Academic or Indicator): Discuss how people use electricity or

burn fuels, such as wood, oil, coal, or natural gas to cook their food or warm their houses.

Suggestion for Integrating International

Content: Have students compare and observe energy sources locally, nationally, and internationally.

Grade: 2**Academic Standard:** 2.3**Academic Standard Indicator:** 2.3.6**Core Standard:** Yes**Standard Description (Academic or**

Indicator): Discuss how people use electricity or burn fuels, such as wood, oil, coal, or natural gas to cook their food and warm their houses.

Suggestion for Integrating International

Content: Have students explore energy sources around the world by brainstorming different ways people use various energy sources in daily life and work and by discussing in detail the resources available in different parts of the world.

Grade: 2**Academic Standard:** 2.3**Academic Standard Indicator:** 2.3.6**Core Standard:** Yes**Standard Description (Academic or**

Indicator): Discuss how people use electricity or burn fuels, such as wood, oil, coal, or natural gas to cook their food and warm their houses.

Suggestion for Integrating International

Content: Have students compare and observe energy sources locally, nationally, and internationally.

Grade: 2**Academic Standard:** 2.4**Academic Standard Indicator:** 2.4.1**Core Standard:** Yes**Standard Description (Academic or**

Indicator): Observe and identify different external features of plants and animals and

describe how these features help them live in different environments.

Suggestion for Integrating International

Content: Have students discuss examples of adaptations that allow plants and animals to thrive in specific environments in various countries.

Grade: 2

Academic Standard: 2.4

Academic Standard Indicator: 2.4.1

Core Standard: Yes

Standard Description (Academic or

Indicator): Observe and identify different external features of plants and animals and describe how these features help them live in different environments.

Suggestion for Integrating International

Content: Have students compare and contrast examples of plant and animal adaptations from other continents and hemispheres.
