* Structure and Function is implied in the ORSS Core Idea for grade 2.
* The Oregon Life Science Standards partially correlate to NGSS Life Science Topic if you combine some of the Grade 1-3 Life Science Content Standards, but the **application** of content knowledge greatly increases the rigor for students’ understanding.
* NGSS Engineering Design Standards are K-2 grade-band specific. Future work will determine grade-level learning progression.
* New requirements for answering scientific questions using informational text/ media.
* Properties of Magnetism (ORSS 2nd Grade Physical Science Standard) shifts to 3rd Grade in NGSS.
* Matter and Interactions (ORSS 1st/3rd/4th Grade Physical Science Standard) shifts to 2nd Grade in NGSS.
* Patterns of the Sun & Moon (ORSS 2nd Grade Earth/Space Science Standard) shifts to 1st Grade in NGSS.
* Temperature Patterns (ORSS 2nd Grade Earth/Space Science Standard) shifts to K and 3rd Grade in NGSS.

| NGSS PE | ORSS | Content | Practice | CCC | Notes on Alignment |
| --- | --- | --- | --- | --- | --- |
| 2-PS1 Matter and Its Interactions | | | | | |
| 2-PS1-1.  Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. | 1.P1.1  1.1E.1  3.1P.1  2.3S.2  2.3S.1 | D  D/P  D | S  S | S |  |
| 2-PS1-2.  Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. | 1.1P.1  3.1P.1  1.1E.1  2.4D.1  2.3S.3  3.3S.2 | D  D  D | P  P | N  S | Cause and effect is newly stated, and implied previously in 1.2P.1  Connections to engineering, technology, and application of science NGSS link to ORSS 2.4D.1 |
| 2-PS1-3.  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. | 1.1P.1  K.4D.2  2.3S.1  2.4D.1  2.4D.3 | D  D | P  P  P | D |  |
| 2-PS1-4.  Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. | 1.P1.1  3.1P.1  4.2P.1  3.3S.3  4.3S.3 | D  D  D | D  D | N | Cause and effect is newly stated, and implied previously in 3.1P.1 and 4.2P.1 |
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| 2-LS2 Ecosystems: Interactions, Energy, and Dynamics | | | | | |
| 2-LS2-1.  Plan and conduct an investigation to determine if plants need sunlight and water to grow. | 2.1L.1  1.2L.1  3.3S.1 | P  D | P | N | Cause and effect is newly stated, and implied previously |
| 2-LS2-2.  Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. | 2.1L.1  2.2L.1  2.4D.1  2.3S.2  2.3S.3 | P  P | S  P  P | N | Structure and Function is implied in the ORSS Core Idea for grade 2 |
| 2-LS4 Biological Evolution: Unity and Diversity | | | | | |
| 2-LS4-1.  Make observations of plants and animals to compare the diversity of life in different habitats. | 2.1L.1  2.3S.1  2.3S.2  2.3S.3 | S | S  S  S | N/A | There was no crosscutting idea for this NGSS standard. |
| 2-ESS1 Earth's Place in the Universe | | | | | |
| 2-ESS1-1.  Use information from several sources to provide evidence that Earth events can occur quickly or slowly. | 4.2E.1  2.3S.1  2.3S.3 | D | P  P | N | Stability and Change are implied in ORSS |
| 2-ESS2 Earth's Systems | | | | | |
| 2-ESS2-1.  Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. | 2.3S.2  4.2E.1  2.4D.1  2.4D.3 | D | P  P | S |  |
| 2-ESS2-2.  Develop a model to represent the shapes and kinds of land and bodies of water in an area. | 2.3S.2  4.2E.1  2.4D.1 | D/P | S  S | S |  |
| 2-ESS2-3.  Obtain information to identify where water is found on Earth and that it can be solid or liquid. | 2.3S.2  1.1E.1  3.1P.1  4.1E.1 | D/P  D/P  D/P | N | N | New requirements for answering scientific questions using informational text/ media |
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| K-2-ETS1 Engineering Design | | | | | |
| K-2-ETS1-1.  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. | K.3S.1  K.4D.1  1.4D.1.  2.4D.1  2.4D.3 | P  P  D  D  D | P  P  D  D  D | P | Engineering Design content of the ORSS K-2 learning progression when combined with Science Inquiry creates a strong alignment  All of these will be partial alignment because they are based on a grade k-2 band.  Structure and function is a core idea in Oregon Standards, and also addressed in K.4D.1 |
| K-2-ETS1-2.  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. | K.4D.2  2.4D.3 | P  D | P  D | P |  |
| K-2-ETS1-3.  Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. | K.4D.1  2.3S.1  2.4D.3 | P  D | P  D  D | P |  |