

Flagler County Grade 2 2024-2025 Scope and Sequence based on McGraw Hill Science

Year at a glance: Please note that the map is based on a 180-day schedule.

McGraw Hill	Benchmark/ Standards
Quarter 1: August 12, 2024- October 11, 2024	
McGraw Hill Chapter 1- Onward We Go Chapter 2- Earth's Natural Resources	<p><u>SC.2.N.1.1</u> Raise questions about the natural world, investigate them in teams through free exploration, and systematic observations, and generate appropriate explanations based on those explorations.</p> <p><u>SC.2.N.1.2</u> Compare the observations made by different groups using the same tools.</p> <p><u>SC.2.N.1.3</u> Ask 'how do you know?' in appropriate situations and attempt reasonable answers when asked the same questions by others.</p> <p><u>SC.2.N.1.4</u> Explain how particular scientific investigations should yield similar conclusions when repeated.</p> <p><u>SC.2.N.1.5</u> Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).</p> <p><u>SC.2.N.1.6</u> Explain how scientists alone or in groups are always investigating new ways to solve</p> <p><u>SC.2.E.7.1</u> Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season.</p> <p><u>SC.2.E.7.2</u> Investigate by observing and measuring that the Sun's energy directly and indirectly warms the water, land, and air.</p> <p><u>SC.2.E.7.3</u> Investigate, observe and describe how water left in an open container disappears (evaporates), but water in a closed container does not disappear (evaporate).</p> <p><u>SC.2.E.7.4</u> Investigate that air is all around us and that moving air is wind.</p> <p><u>SC.2.E.7.5</u> State the importance of preparing for severe weather, lightning, and other weather related events.</p> <p><u>SC.2.E.6.1</u> Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes.</p> <p><u>SC.2.E.6.2</u> Describe how small pieces of rock and dead plant and animal parts can be the basis of soil and explain the process by which soil is formed.</p> <p><u>SC.2.E.6.3</u></p>

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	Classify soil types based on color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants.
Quarter 2: October 15, 2024- December 20, 2024	
McGraw Hill Chapter 3- Weather Chapter 4- Habitats	<p><u>SC.2.E.7.1</u> Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season.</p> <p><u>SC.2.E.7.2</u> Investigate by observing and measuring that the Sun's energy directly and indirectly warms the water, land, and air.</p> <p><u>SC.2.E.7.3</u> Investigate, observe and describe how water left in an open container disappears (evaporates), but water in a closed container does not disappear (evaporate).</p> <p><u>SC.2.E.7.4</u> Investigate that air is all around us and that moving air is wind.</p> <p><u>SC.2.E.7.5</u> State the importance of preparing for severe weather, lightning, and other weather related events.</p> <p><u>SC.2.P.8.5</u> Measure and compare temperatures taken every day at the same time.</p> <p><u>SC.2.L.17.1</u> Compare and contrast the basic needs that all living things, including humans, have for survival.</p> <p><u>SC.2.L.17.2</u> Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.</p> <p><u>SC.2.L.16.1</u> Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.</p> <p><u>Embedded in all Units:</u></p> <p><u>SC.2.N.1.1</u> <u>SC.2.N.1.2</u> <u>SC.2.N.1.3</u> <u>SC.2.N.1.4</u> <u>SC.2.N.1.5</u> <u>SC.2.N.1.6</u></p>
Quarter 3: January 7, 2025- March 13, 2025	
McGraw Hill Chapter 5- Life Cycles	<p><u>SC.2.L.16.1</u> Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.</p> <p><u>SC.2.P.8.1</u></p>

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<p>Chapter 6- Human Body</p>	<p>Observe and measure objects in terms of their properties, including size, shape, color, temperature, weight, texture, sinking or floating in water, and attraction and repulsion of magnets.</p> <p><u>SC.2.P.8.2</u> Identify objects and materials as solid, liquid, or gas.</p> <p><u>SC.2.P.8.3</u> Recognize that solids have a definite shape and that liquids and gases take the shape of their container.</p> <p><u>SC.2.P.8.4</u> Observe and describe water in its solid, liquid, and gaseous states.</p> <p><u>SC.2.P.8.6</u> Measure and compare the volume of liquids using containers of various shapes and sizes.</p> <p><u>SC.2.P.9.1.</u> Investigate that materials can be altered to change some of their properties, but not all materials respond the same way to any one alteration.</p> <p><u>Embedded in all Units:</u></p> <p><u>SC.2.N.1.1</u></p> <p><u>SC.2.N.1.2</u></p> <p><u>SC.2.N.1.3</u></p> <p><u>SC.2.N.1.5</u></p> <p><u>SC.2.N.1.6</u></p>
<p>Quarter 4: March 24, 2025- May 29, 2025</p>	
<p>McGraw Hill Chapter 7- Physical Properties of Matter Chapter 8- Energy, Forces, and Motion</p>	<p><u>SC.2.P.8.1</u> Observe and measure objects in terms of their properties, including size, shape, color, temperature, weight, texture, sinking or floating in water, and attraction and repulsion of magnets.</p> <p><u>SC.2.P.8.2</u> Identify objects and materials as solid, liquid, or gas.</p> <p><u>SC.2.P.8.3</u> Recognize that solids have a definite shape and that liquids and gases take the shape of their container.</p> <p><u>SC.2.P.8.4</u> Observe and describe water in its solid, liquid, and gaseous states.</p> <p><u>SC.2.P.8.6</u> Measure and compare the volume of liquids using containers of various shapes and sizes.</p> <p><u>SC.2.P.9.1.</u> Investigate that materials can be altered to change some of their properties, but not all materials respond the same way to any one alteration.</p> <p><u>SC.2.P.10.1</u> Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.</p>

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SC.2.P.13.1

Investigate the effect of applying various pushes and pulls on different objects.

SC.2.P.13.2

Demonstrate that magnets can be used to make some things move without touching them.

SC.2.P.13.3

Recognize that objects are pulled toward the ground unless something holds them up.

SC.2.P.13.4

Demonstrate that the greater the force (push or pull) applied to an object, the greater the change in motion of the object.

Embedded in all Units:

SC.2.N.1.1

SC.2.N.1.2

SC.2.N.1.3

SC.2.N.1.4

SC.2.N.1.5

SC.2.N.1.6