

Second Grade Science Scope & Sequence 2022-23

On going TEKS:

- 2.1(A) identify, describe, and demonstrate safe practices as outlined in Texas Education Agency-approved safety standards during classroom and outdoor investigations, including wearing safety goggles or chemical splash goggles, as appropriate, washing hands, and using materials appropriately
- 2.1(B) identify and demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reuse or recycling of paper, plastic, and metal
- 2.2(A) ask questions about organisms, objects, and events during observations and investigations
- 2.2(B) plan and conduct descriptive investigations
- 2.2(C) collect data from observations using scientific tools
- 2.2(D) record and organize data using pictures, numbers, and words
- 2.2(E) communicate observations and justify explanations using student-generated data from simple descriptive investigations
- 2.2(F) compare results of investigations with what students and scientists know about the world
- 2.3(A) identify and explain a problem and propose a task and solution for the problem
- 2.3(B) make predictions based on observable patterns
- 2.3(C) identify what a scientist is and explore what different scientists do
- 2.4(A) collect, record, and compare information using tools, including computers, hand lenses, rulers, plastic beakers, magnets, collecting nets, notebooks, and safety goggles or chemical splash goggles, as appropriate; timing devices; weather instruments such as thermometers, wind vanes, and rain gauges; and materials to support observations of habitats of organisms such as terrariums and aquariums
- 2.4(B) measure and compare organisms and objects

First Nine Weeks

Describe and Classify Physical Properties of Matter:

2.5 Matter and energy. The student knows that matter has physical properties and those properties determine how it is described, classified, changed, and used.

- 2.5(A) classify matter by physical properties, including relative temperature, texture, flexibility, and whether material is a solid or liquid
- 2.5(B) compare changes in materials caused by heating and cooling
- 2.5(C) demonstrate that things can be done to materials such as cutting, folding, sanding, and melting to change their physical properties
- 2.5(D) combine materials that when put together can do things that they cannot do by themselves such as building a tower or a bridge and justify the selection of those materials based on their physical properties

Second Nine Weeks

Investigating Force, Motion, and Energy:

2.6 Force, motion, and energy. The student knows that forces cause change and energy exists in many forms

- 2.6(A) investigate the effects on objects by increasing or decreasing amounts of light, heat, and sound energy such as how the color of an object appears different in dimmer light or how heat melts butter
- 2.6(B) observe and identify how magnets are used in everyday life
- 2.6(C) trace and compare patterns of movement of objects such as sliding, rolling, and spinning over time

Third Nine Weeks

Patterns in the Natural World

2.7 Earth and space. The student knows that the natural world includes earth materials

- 2.7(A) observe, describe, and compare rocks by size, texture, and color
- 2.7(B) identify and compare the properties of natural sources of freshwater and saltwater
- 2.7(C) distinguish between natural and manmade resources

2.8 Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky.

- 2.8(A) measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data
- 2.8(B) identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation
- 2.8(C) observe, describe, and record patterns of objects in the sky, including the appearance of the Moon

Fourth Nine Weeks

Basic Needs of Plants and Animals

2.9 Organisms and environments. The student knows that living organisms have basic needs that must be met for them to survive within their environment.

- 2.9(A) identify the basic needs of plants and animals
- 2.9(B) identify factors in the environment, including temperature and precipitation, that affect growth and behavior such as migration, hibernation, and dormancy of living things
- 2.9(C) compare the ways living organisms depend on each other and on their environments such as through food chains

Characteristics of Plants and Animals

2.10 Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments.

- 2.10(A) observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs
- 2.10(B) observe, record, and compare how the physical characteristics of plants help them meet their basic needs such as stems carry water throughout the plant
- 2.10(C) investigate and record some of the unique stages that insects such as grasshoppers and butterflies undergo during their life cycle