



# Elementary School Teaching and Learning

## 2022-2023 Scope and Sequence

### Science – Grade 2

<h2>LIFE SCIENCE</h2> <p>Units are not taught in the order listed. They are based on the Science Kit Rotation Schedule.</p>	<h3>OVERVIEW</h3>
	<p>In this unit, students will learn about the life cycles of various animals. They will compare and contrast the various life cycles. Students will also learn that plants and animals resemble and differ from their parents based on physical characteristics. They will recognize and explain that organisms of the same type can differ in appearance.</p>

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Structures and Functions of Living Organisms	Approximately 25 days	<a href="#">Animal Life Cycles</a>  <a href="#">Life Cycles</a>	<p><b>2.L.1 Understand animal life cycles.</b></p> <p>2.L.1.1 Summarize the life cycle of animals including:</p> <ul style="list-style-type: none"> <li>• Birth</li> <li>• Developing into an adult</li> <li>• Reproducing</li> <li>• Aging and death</li> </ul> <p>2.L.1.2 Compare life cycles of different animals such as, but not limited to, mealworms, ladybugs, crickets, guppies or frogs.</p>
Evolution and Genetics	Approximately 20 days	<a href="#">Animal Classification</a>	<p><b>2.L.2 Remember that organisms differ from or are similar to their parents based on the characteristics of the organism.</b></p> <p>2.L.2.1 Identify ways in which plants and animals closely resemble their parents in observed appearance and ways they are different.</p> <p>2.L.2.2 Recognize that there is variation among individuals that are related.</p>



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#### OVERVIEW

### PHYSICAL SCIENCE

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In Physical Science, students will be able to independently explain the relationship between sound and the objects of the body. Students will also be able to explain that changes in matter affect everything in the world.

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Forces and Motion	Approximately 20 days	<a href="#">Sound</a>	<p><b>2.P.1 Understand the relationship between sound and vibrating objects.</b></p> <p>2. P.1.1 Illustrate how sound is produced by vibrating objects and columns of air.</p> <p>2. P.1.2 Summarize the relationship between sound and objects of the body that vibrate – eardrum and vocal cords.</p>
Matter: Properties and Change	Approximately 25 days	<a href="#">Solids and Liquids</a> <a href="#">States of Matter</a>	<p><b>2.P.2 Understand properties of solids and liquids and the changes they undergo.</b></p> <p>2.P.2.1 Give examples of matter that change from a solid to a liquid and from a liquid to a solid by heating and cooling.</p> <p>2.P.2.2 Compare the amount (volume and weight) of water in a container before and after freezing.</p> <p>2.P.2.3 Compare what happens to water left in an open container over time as to water left in a closed container.</p>



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#### OVERVIEW

### EARTH SCIENCE

Units are not taught in the order listed. They are based on the Science Kit Rotation Schedule.

In Earth Science, students will be able to independently explain how weather patterns and factors affect the world around them.

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Earth Systems, Structures and Processes	Approximately 45 days	<a href="#">Weather</a>	<b>2.E.1 Understand patterns of weather and factors that affect weather.</b> 2.E.1.1 Summarize how energy from the sun serves as a source of light that warms the land, air and water. 2.E.1.2 Summarize weather conditions using qualitative and quantitative measures to describe: <ul style="list-style-type: none"><li>• Temperature</li><li>• Wind direction</li><li>• Wind speed</li><li>• Precipitation</li></ul> 2.E.1.3 Compare weather patterns that occur over time and relate observable patterns to time of day and time of year. 2.E.1.4 Recognize the tools that scientists use for observing, recording, and predicting weather changes from day to day and during the seasons.