

Grade 2

Adopted 2008

The Practice of Science

- 1. Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.** SC.2.N.1.1

- 2. Compare the observations made by different groups using the same tools.** SC.2.N.1.2

- 3. Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others.** SC.2.N.1.3

- 4. Explain how particular scientific investigations should yield similar conclusions when repeated.** SC.2.N.1.4

- 5. Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).** SC.2.N.1.5

- 6. Explain how scientists alone or in groups are always investigating new ways to solve problems.** SC.2.N.1.6

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Ask questions and make observations about things in the natural world. [SC.2.N.1.IN.A](#)
- b. Identify information about objects based on observation. [SC.2.N.1.IN.B](#)
- c. Recognize that the results of a scientific activity should be the same when repeated [SC.2.N.1.IN.C](#)
- d. Recognize that scientists work to solve problems. [SC.2.N.1.IN.D](#)

Supported

- a. Answer yes and no questions and make observations about common objects and actions in the natural world. [SC.2.N.1.SU.A](#)
- b. Identify characteristics of objects based on observation. [SC.2.N.1.SU.B](#)
- c. Recognize that science activities can be repeated. [SC.2.N.1.SU.C](#)
- d. Recognize that people work in science. [SC.2.N.1.SU.D](#)

Participatory

- a. Request a change or help to solve a problem in the environment. [SC.2.N.1.PA.A](#)
- b. Use senses to recognize objects. [SC.2.N.1.PA.B](#)
- c. Recognize common objects in different environments. [SC.2.N.1.PA.C](#)

Earth Structures

- 1. Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes.** [SC.2.E.6.1](#)

- 2. 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.** [SC.2.E.6.2](#)

- 3. Classify soil types based on color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants.** [SC.2.E.6.3](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Sort rocks according to size and shape. [SC.2.E.6.IN.A](#)
- b. Identify components of soil, such as dead plants and pieces of rock. [SC.2.E.6.IN.B](#)
- c. Recognize soil types based on color (dark or light) and texture (size of particles). [SC.2.E.6.IN.C](#)

Supported

- a. Sort rocks according to size. [SC.2.E.6.SU.A](#)
- b. Identify small pieces of rock in the soil. [SC.2.E.6.SU.B](#)
- c. Sort soil samples according to physical properties, such as color (dark or light) or texture (size of particles). [SC.2.E.6.SU.C](#)

Participatory

- a. Recognize the ground in the environment. [SC.2.E.6.PA.A](#)
- b. Distinguish examples of soil from other substances. [SC.2.E.6.PA.B](#)

Earth Systems and Patterns

- 1. 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.** [SC.2.E.7.1](#)
- 2. Investigate by observing and measuring, that the Sun's energy directly and indirectly warms the water, land, and air.** [SC.2.E.7.2](#)
- 3. Investigate, observe and describe how water left in an open container disappears (evaporates), but water in a closed container does not disappear (evaporate).** [SC.2.E.7.3](#)
- 4. Investigate that air is all around us and that moving air is wind.** [SC.2.E.7.4](#)
- 5. State the importance of preparing for severe weather, lightning, and other weather related events.** [SC.2.E.7.5](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Identify common weather patterns associated with each season. [SC.2.E.7.IN.A](#)
- b. Identify that the Sun heats the outside air and water. [SC.2.E.7.IN.B](#)
- c. Recognize that water in an open container will disappear (evaporate). [SC.2.E.7.IN.C](#)
- d. Identify effects of wind. [SC.2.E.7.IN.D](#)
- e. Identify harmful consequences of being outside in severe weather, such as lightning, hurricanes, or tornados. [SC.2.E.7.IN.E](#)

Supported

- a. Recognize types of weather and match to the weather outdoors. [SC.2.E.7.SU.A](#)
- b. Recognize that items outside are heated by the Sun. [SC.2.E.7.SU.B](#)
- c. Recognize that wet things will dry when they are left in the air. [SC.2.E.7.SU.C](#)
- d. Recognize effects of wind. [SC.2.E.7.SU.D](#)
- e. Recognize reasons for staying inside during severe weather, such as hurricanes and thunderstorms. [SC.2.E.7.SU.E](#)

Participatory

- a. Recognize daily outdoor temperature as hot or cold. [SC.2.E.7.PA.A](#)
- b. Distinguish between items that are wet and items that are dry. [SC.2.E.7.PA.B](#)
- c. Indicate awareness of air moving. [SC.2.E.7.PA.C](#)
- d. Recognize where to go to avoid severe weather, such as thunder and lightning. [SC.2.E.7.PA.D](#)

Properties of Matter

- 1. 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.** [SC.2.P.8.1](#)

- 2. Identify objects and materials as solid, liquid, or gas.** [SC.2.P.8.2](#)

- 3. Recognize that solids have a definite shape and that liquids and gases take the shape of their container.** [SC.2.P.8.3](#)

- 4. Observe and describe water in its solid, liquid, and gaseous states.** [SC.2.P.8.4](#)

- 5. Measure and compare temperatures taken every day at the same time.** [SC.2.P.8.5](#)

- 6. Measure and compare the volume of liquids using containers of various shapes and sizes.** [SC.2.P.8.6](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Identify objects by observable properties, such as, size, shape, color, [SC.2.P.8.IN.A](#)
- b. Identify objects and materials as solid or liquid. [SC.2.P.8.IN.B](#)
- c. Recognize that solids have a definite shape and liquids take the shape of their container. [SC.2.P.8.IN.C](#)
- d. Describe and compare outside daily temperatures as warm or cold. [SC.2.P.8.IN.D](#)
- e. Compare the volume of liquid in a variety of containers. [SC.2.P.8.IN.E](#)

Supported

- a. Identify objects by observable properties, such as size, shape, and color. [SC.2.P.8.SU.A](#)
- b. Recognize water in solid or liquid states. [SC.2.P.8.SU.B](#)
- c. Recognize that solids have a definite shape. [SC.2.P.8.SU.C](#)
- e. Recognize different volumes of liquids in identical containers. [SC.2.P.8.SU.E](#)

Participatory

- a. Match objects by one observable property, such as size or color. [SC.2.P.8.PA.A](#)
- b. Recognize water as a liquid. [SC.2.P.8.PA.B](#)
- c. Recognize different containers that hold liquids. [SC.2.P.8.PA.C](#)
- d. Recognize common objects or materials as warm or cold. [SC.2.P.8.PA.D](#)

Changes in Matter

- 1. Investigate that materials can be altered to change some of their properties, but not all materials respond the same way to any one alteration.** [SC.2.P.9.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Explore and identify that observable properties of materials can be changed. [SC.2.P.9.IN.A](#)

Supported

- a. Recognize changes in observable properties of materials. [SC.2.P.9.SU.A](#)

Participatory

- a. Recognize that the appearance of an object or material has changed. [SC.2.P.9.PA.A](#)

Forms of Energy

- 1. Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.** [SC.2.P.10.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Identify ways people use electricity in their lives. [SC.2.P.10.IN.A](#)

Supported

- a. Recognize a way people use electricity in their lives. [SC.2.P.10.SU.A](#)

Participatory

- a. Activate a device that uses electricity. [SC.2.P.10.PA.A](#)
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Forces and Changes in Motion

- 1. Investigate the effect of applying various pushes and pulls on different objects.** [SC.2.P.13.1](#)

- 2. Demonstrate that magnets can be used to make some things move without touching them.** [SC.2.P.13.2](#)

- 3. Recognize that objects are pulled toward the ground unless something holds them up.** [SC.2.P.13.3](#)

- 4. Demonstrate that the greater the force (push or pull) applied to an object, the greater the change in motion of the object.** [SC.2.P.13.4](#)
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Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Observe and identify that pushing or pulling an object can change the direction of movement of the object. [SC.2.P.13.IN.A](#)
- b. Observe and recognize that magnets can move some objects. [SC.2.P.13.IN.B](#)
- c. Identify and demonstrate that an object will fall to the ground when dropped. [SC.2.P.13.IN.C](#)
- d. Identify that pushing or pulling an object with more force will make the object go faster or farther. [SC.2.P.13.IN.D](#)

Supported

- a. Identify that pushing or pulling an object makes it move. [SC.2.P.13.SU.A](#)
- b. Use magnets to cause objects to move. [SC.2.P.13.SU.B](#)
- c. Recognize that an object will fall to the ground when dropped. [SC.2.P.13.SU.C](#)
- d. Recognize that pushing or pulling an object with more force will make the object go faster or farther. [SC.2.P.13.SU.D](#)

Participatory

- a. Recognize that pushing and pulling an object makes it move. [SC.2.P.13.PA.A](#)
 - b. Indicate that an object has fallen. [SC.2.P.13.PA.B](#)
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Organization and Development of Living Organisms

- 1. Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions.** [SC.2.L.14.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Identify major external body parts, such as hands and legs, and their uses. [SC.2.L.14.IN.A](#)

Supported

- a. Match external body parts, such as a foot, to their uses. [SC.2.L.14.SU.A](#)

Participatory

- a. Recognize one or more external body parts. [SC.2.L.14.PA.A](#)

Heredity and Reproduction

- 1. Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.** [SC.2.L.16.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Observe and recognize the major stages in the life cycles of plants and animals. [SC.2.L.16.IN.A](#)

Supported

- a. Observe and recognize the sequence of stages in the life cycles of common animals. [SC.2.L.16.SU.A](#)

Participatory

- a. Recognize that offspring can be matched with their parents, such as a human baby with adult humans and a puppy with dogs. [SC.2.L.16.PA.A](#)

Interdependence

- 1. Compare and contrast the basic needs that all living things, including humans, have for survival.** [SC.2.L.17.1](#)
- 2. 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.** [SC.2.L.17.2](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Identify the basic needs of living things, including water, food, and air. [SC.2.L.17.IN.A](#)
- b. Recognize that many different kinds of living things are found in different habitats. [SC.2.L.17.IN.B](#)

Supported

- a. Recognize that living things have basic needs, including water and food. [SC.2.L.17.SU.A](#)
- b. Recognize that many kinds of living things are found in the environment. [SC.2.L.17.SU.B](#)

Participatory

- a. Recognize that animals need water. [SC.2.L.17.PA.A](#)
- b. Recognize common living things in the immediate environment. [SC.2.L.17.PA.B](#)