

# Grade 2: Access Points

## Earth and Space Science

### Earth Structures

#### Independent

- 1 Sort rocks according to size and shape. [SC.2.E.6.IN.1](#)
- 2 Identify components of soil, such as dead plants and pieces of rock. [SC.2.E.6.IN.2](#)
- 3 Recognize soil types based on color (dark or light) and texture (size of particles). [SC.2.E.6.IN.3](#)

#### Supported

- 1 Sort rocks according to size. [SC.2.E.6.SU.1](#)
- 2 Identify small pieces of rock in the soil. [SC.2.E.6.SU.2](#)
- 3 Sort soil samples according to physical properties, such as color (dark or light) or texture (size of particles). [SC.2.E.6.SU.3](#)

#### Participatory

- 1 Recognize the ground in the environment. [SC.2.E.6.PA.1](#)
- 2 Distinguish examples of soil from other substances. [SC.2.E.6.PA.2](#)

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## Earth Systems and Patterns

### Independent

- 1 Identify common weather patterns associated with each season. [SC.2.E.7.IN.1](#)
- 2 Identify that the Sun heats the outside air and water. [SC.2.E.7.IN.2](#)
- 3 Recognize that water in an open container will disappear (evaporate). [SC.2.E.7.IN.3](#)
- 4 Identify effects of wind. [SC.2.E.7.IN.4](#)
- 5 Identify harmful consequences of being outside in severe weather, such as lightning, hurricanes, or tornados. [SC.2.E.7.IN.5](#)

### Supported

- 1 Recognize types of weather and match to the weather outdoors. [SC.2.E.7.SU.1](#)
- 2 Recognize that items outside are heated by the Sun. [SC.2.E.7.SU.2](#)
- 3 Recognize that wet things will dry when they are left in the air. [SC.2.E.7.SU.3](#)
- 4 Recognize effects of wind. [SC.2.E.7.SU.4](#)
- 5 Recognize reasons for staying inside during severe weather, such as hurricanes and thunderstorms. [SC.2.E.7.SU.5](#)

### Participatory

- 1 Recognize daily outdoor temperature as hot or cold. [SC.2.E.7.PA.1](#)
  - 2 Distinguish between items that are wet and items that are dry. [SC.2.E.7.PA.2](#)
  - 3 Indicate awareness of air moving. [SC.2.E.7.PA.3](#)
  - 4 Recognize where to go to avoid severe weather, such as thunder and lightning. [SC.2.E.7.PA.4](#)
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## Life Science

### Organization and Development of Living Organisms

#### Independent

- 1 Identify major external body parts, such as hands and legs, and their uses. [SC.2.L.14.IN.1](#)

#### Supported

- 1 Match external body parts, such as a foot, to their uses. [SC.2.L.14.SU.1](#)

#### Participatory

- 1 Recognize one or more external body parts. [SC.2.L.14.PA.1](#)

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## **Heredity and Reproduction**

### Independent

- 1 Observe and recognize the major stages in the life cycles of plants and animals. [SC.2.L.16.IN.1](#)

### Supported

- 1 Observe and recognize the sequence of stages in the life cycles of common animals. [SC.2.L.16.SU.1](#)

### Participatory

- 1 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.1](#)

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## **Interdependence**

### Independent

- 1 Identify the basic needs of living things, including water, food, and air. [SC.2.L.17.IN.1](#)
- 2 Recognize that many different kinds of living things are found in different habitats. [SC.2.L.17.IN.2](#)

### Supported

- 1 Recognize that living things have basic needs, including water and food. [SC.2.L.17.SU.1](#)
- 2 Recognize that many kinds of living things are found in the environment. [SC.2.L.17.SU.2](#)

### Participatory

- 1 Recognize that animals need water. [SC.2.L.17.PA.1](#)
  - 2 Recognize common living things in the immediate environment. [SC.2.L.17.PA.2](#)
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## Nature of Science

## The Practice of Science

### Independent

- 1 Ask questions and make observations about things in the natural world. [SC.2.N.1.IN.1](#)
- 2 Identify information about objects based on observation. [SC.2.N.1.IN.2](#)
- 3 Recognize that the results of a scientific activity should be the same when repeated [SC.2.N.1.IN.3](#)
- 4 Recognize that scientists work to solve problems. [SC.2.N.1.IN.4](#)

### Supported

- 1 Answer yes and no questions and make observations about common objects and actions in the natural world. [SC.2.N.1.SU.1](#)
- 2 Identify characteristics of objects based on observation. [SC.2.N.1.SU.2](#)
- 3 Recognize that science activities can be repeated. [SC.2.N.1.SU.3](#)
- 4 Recognize that people work in science. [SC.2.N.1.SU.4](#)

### Participatory

- 1 Request a change or help to solve a problem in the environment. [SC.2.N.1.PA.1](#)
  - 2 Use senses to recognize objects. [SC.2.N.1.PA.2](#)
  - 3 Recognize common objects in different environments. [SC.2.N.1.PA.3](#)
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## Physical Science

## Forms of Energy

### Independent

- 1 Identify ways people use electricity in their lives. [SC.2.P.10.IN.1](#)

### Supported

- 1 Recognize a way people use electricity in their lives. [SC.2.P.10.SU.1](#)

### Participatory

- 1 Activate a device that uses electricity. [SC.2.P.10.PA.1](#)

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## Forces and Changes in Motion

### Independent

- 1 Observe and identify that pushing or pulling an object can change the direction of movement of the object. [SC.2.P.13.IN.1](#)
- 2 Observe and recognize that magnets can move some objects. [SC.2.P.13.IN.2](#)
- 3 Identify and demonstrate that an object will fall to the ground when dropped. [SC.2.P.13.IN.3](#)
- 4 Identify that pushing or pulling an object with more force will make the object go faster or farther. [SC.2.P.13.IN.4](#)

### Supported

- 1 Identify that pushing or pulling an object makes it move. [SC.2.P.13.SU.1](#)
- 2 Use magnets to cause objects to move. [SC.2.P.13.SU.2](#)
- 3 Recognize that an object will fall to the ground when dropped. [SC.2.P.13.SU.3](#)
- 4 Recognize that pushing or pulling an object with more force will make the object go faster or farther. [SC.2.P.13.SU.4](#)

### Participatory

- 1 Recognize that pushing and pulling an object makes it move. [SC.2.P.13.PA.1](#)
- 2 Indicate that an object has fallen. [SC.2.P.13.PA.2](#)

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## Properties of Matter

### Independent

- 1 Identify objects by observable properties, such as, size, shape, color, [SC.2.P.8.IN.1](#)
- 2 Identify objects and materials as solid or liquid. [SC.2.P.8.IN.2](#)
- 3 Recognize that solids have a definite shape and liquids take the shape of their container. [SC.2.P.8.IN.3](#)
- 4 Describe and compare outside daily temperatures as warm or cold. [SC.2.P.8.IN.4](#)
- 5 Compare the volume of liquid in a variety of containers. [SC.2.P.8.IN.5](#)

### Supported

- 1 Identify objects by observable properties, such as size, shape, and color. [SC.2.P.8.SU.1](#)
- 2 Recognize water in solid or liquid states. [SC.2.P.8.SU.2](#)
- 3 Recognize that solids have a definite shape. [SC.2.P.8.SU.3](#)
- 4 Identify outside temperatures as warm or cold. [SC.2.P.8.SU.4](#)
- 5 Recognize different volumes of liquids in identical containers. [SC.2.P.8.SU.5](#)

### Participatory

- 1 Match objects by one observable property, such as size or color. [SC.2.P.8.PA.1](#)
- 2 Recognize water as a liquid. [SC.2.P.8.PA.2](#)
- 3 Recognize different containers that hold liquids. [SC.2.P.8.PA.3](#)
- 4 Recognize common objects or materials as warm or cold. [SC.2.P.8.PA.4](#)

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## Changes in Matter

### Independent

- 1 Explore and identify that observable properties of materials can be changed. [SC.2.P.9.IN.1](#)

### Supported

- 1 Recognize changes in observable properties of materials. [SC.2.P.9.SU.1](#)

### Participatory

- 1 Recognize that the appearance of an object or material has changed. [SC.2.P.9.PA.1](#)