



Gulfport School District

PACING GUIDE

SECOND GRADE

SCIENCE

Content Strands: Inquiry (I), Life (L), Earth and Space (E), and Physical Science (P)	
QTR	Competency/Objective
Develop abilities necessary to conduct scientific investigations. (I)	
2	1a Formulate questions about objects and organisms and predict outcomes in order to conduct a simple investigation. (DOK 2)
2	1b Compare, sort, and group objects according to two or more attributes. (DOK 2)
1-4 Tested 2* Tested 4* Tested 3* Tested 1* Tested 2* Introduction	1c Use simple tools (e.g., rulers, thermometers, scales, hand lenses, microscopes, balances, clocks) to gather information. (DOK 1) <ul style="list-style-type: none"> • Length to the nearest inch, foot, yard, centimeter, and meter (using rulers) • Capacity to the nearest ounce, cup, pint, quart, gallon, and liter • Weight to the nearest ounce, pound, gram, and kilogram (using balances) • Time to the nearest hour, half-hour intervals (using digital and analog clocks) • Time to quarter-hour, and five minute intervals (using digital and analog clocks) • Temperature to the nearest degree (°) Fahrenheit (using thermometers)
1	1d Collect and display technological products (e.g., zipper, coat hook, ceiling fan pull chain, can opener, bridge, apple peeler, wheel barrow, nut cracker, etc.) to determine their function. (DOK 1)
3*	1e Create line graphs, bar graphs, and pictographs to communicate data. (DOK 2)
1	1f Infer that science investigations generally work the same way in different places. (DOK 2)
Apply an understanding of properties of objects and materials, position and motion of objects, and properties of magnetism. (P)	
4	2a Investigate to conclude that when water changes to ice and then melts, the amount of water is the same as it was before freezing. (DOK 2)
4	2b Investigate and describe properties and changes of matter. (DOK 2) <ul style="list-style-type: none"> • Unique properties of states of matter (Gases are easily compressed while solids and liquids are not; the shape of a solid is independent of its container; liquids and gases take the shape of their containers.) • Physical changes (e.g., boiling liquids, freezing ice, tearing paper) • Chemical changes (e.g., burning wood, making ice cream, cooking an egg)
4	2c Describe observable effects of forces, including buoyancy, gravity, and magnetism. (DOK1)
4	2d Classify materials that are or are not attracted to magnets and cite examples of useful magnetic tools in everyday living (e.g., can opener, compass, refrigerator door seal). (DOK 2)
4	2e Recognize that an object can be seen only if either light falls on it or it emits light, and that color is a property of light. (DOK 1)
4	2f Compare and classify solids, liquids, and gasses. (DOK 2)

*These skills are tested during the indicated Quarter and correlated with the Mathematics pacing guide.



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Apply an understanding of properties of objects and materials, position and motion of objects, and properties of magnetism. (P)		
4	2f	Compare and classify solids, liquids, and gasses. (DOK 2)
4	2g	Identify vibration as the source of sound and categorize different types of media (e.g., wood, plastic, water, air, metal, glass) according to how easily vibrations travel. (DOK 2)
Develop and demonstrate an understanding of the characteristics, structures, life cycles, and environments of organisms. (L)		
3	3a	Describe and categorize the characteristics of plants and animals. (DOK 2) <ul style="list-style-type: none"> • Plant parts (leaves, stems, roots, and flowers) • Animals (vertebrates or invertebrates, cold-blooded or warm-blooded)
2	3b	Describe the human body systems with their basic functions and major organs (e.g., brain-nervous, bones-skeletal, muscles-muscular). (DOK 1)
3	3c	Identify the cause/effect relationships when basic needs of plants and animals are met and when they are not met. (DOK 1)
3	3d	Compare the life cycles of plants and animals. (DOK 2)
3	3e	Investigate and explain the interdependence of plants and animals. (DOK 2) <ul style="list-style-type: none"> • Herbivore, carnivore, or omnivore • Predator-prey relationships
Develop an understanding of the properties of Earth materials, objects in the sky, and changes in Earth and sky. (E)		
1	4a	Categorize different types of Earth materials (e.g., rocks, minerals, soils, water, atmospheric gases). (DOK 2)
1	4b	Describe the three layers of the Earth. (DOK 1)
3	4c	Collect, organize, and graph weather data obtained by using simple weather instruments (wind vane, rain gauge, thermometer) and explain the components of the water cycle. (DOK 2)
2	4d	Distinguish how actions or events related to the Earth's environment may be harmful or helpful. (DOK 2)
1	4e	Model and explain the concept of Earth's rotation as it relates to day and night and infer why it is usually cooler at night than in the day. (DOK 2)
1	4f	Describe characteristics and effects of objects in the universe. (DOK 1) <ul style="list-style-type: none"> • Position of the sun in relation to a fixed object on Earth at various times (day and night) • The major characteristics of planets (revolution and rotation periods, size, number of moons) • Changes in the appearance of the moon