



Teacher Learning Report Grade 2 Science

>> 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.

Unit	CHECKPOINT		
	1	2	3

Process (Tools to Know)

2.2(B) plan and conduct descriptive investigations Ⓢ
 2.4(A) collect, record, and compare information using tools Ⓢ
connected 2.1(A), 2.1(B), 2.2(A), 2.4(B)

Unit	CHECKPOINT		
	1	2	3

Content

Properties of Matter

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

Unit	CHECKPOINT		
	1	2	3

Building

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

Process (Ways to Show)

2.2(D) record and organize data Ⓢ
 2.2(E) communicate observations and justify explanations
 2.2(F) compare results of investigations with what students and scientists know about the world
connected 2.2(C), 2.3(A), 2.3(B), 2.3(C)

Unit	CHECKPOINT		
	1	2	3

>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Grade 2 Science

>> Force, Motion, and Energy

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

Unit	CHECKPOINT		
	1	2	3

Process (Tools to Know)

2.2(B) plan and conduct descriptive investigations ⓘ

2.4(A) collect, record, and compare information using tools ⓘ

connected 2.1(A), 2.1(B), 2.2(A), 2.4(B)

Unit	CHECKPOINT		
	1	2	3

Content

Effects of Energy

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

Unit	CHECKPOINT		
	1	2	3

Magnets

2.6(B) observe and identify how magnets are used in everyday life

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Motion

2.6(C) trace and compare patterns of movement of objects such as sliding, rolling, and spinning over time ⓘ

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Process (Ways to Show)

2.2(D) record and organize data ⓘ

2.2(E) communicate observations and justify explanations

2.3(B) make predictions based on observable patterns

connected 2.2(C), 2.2(F), 2.3(A), 2.3(C)

Unit	CHECKPOINT		
	1	2	3


>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Grade 2 Science

Earth's Materials	Unit	CHECKPOINT		
		1	2	3
2.7 Earth and space. The student knows that the natural world includes earth materials.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
2.2(B) plan and conduct descriptive investigations ⓘ 2.4(A) collect, record, and compare information using tools ⓘ <i>connected 2.1(A), 2.1(B), 2.2(A), 2.4(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Rocks				
2.7(A) observe, describe, and compare rocks by size, texture, and color ⓘ				
Water				
2.7(B) identify and compare the properties of natural sources of freshwater and saltwater				
Resources				
2.7(C) distinguish between natural and manmade resources				
 Social Studies Integration 2.5(C) identify ways people can conserve and replenish Earth's resources				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
2.2(D) record and organize data ⓘ 2.2(E) communicate observations and justify explanations <i>connected 2.2(C), 2.2(F), 2.3(A), 2.3(B), 2.3(C)</i>				



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>> Patterns in the Natural World

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

Unit	CHECKPOINT		
	1	2	3

Process (Tools to Know)

2.2(B) plan and conduct descriptive investigations ⓘ

2.4(A) collect, record, and compare information using tools ⓘ

connected 2.1(A), 2.1(B), 2.2(A), 2.4(B)

Unit	CHECKPOINT		
	1	2	3

Content

Objects in the Sky

2.8(C) observe, describe, and record patterns of objects in the sky, including the appearance of the Moon ⓘ

Unit	CHECKPOINT		
	1	2	3

Weather and Seasons

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

Unit	CHECKPOINT		
	1	2	3

Process (Ways to Show)

2.2(D) record and organize data ⓘ

2.2(E) communicate observations and justify explanations

2.3(B) make predictions based on observable patterns

connected 2.2(C), 2.2(F), 2.3(A), 2.3(C)

Unit	CHECKPOINT		
	1	2	3

>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Grade 2 Science

Basic Needs of Plants and Animals	Unit	CHECKPOINT		
		1	2	3
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.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
2.2(B) plan and conduct descriptive investigations ⓘ 2.4(A) collect, record, and compare information using tools ⓘ <i>connected 2.1(A), 2.1(B), 2.2(A), 2.4(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Interdependence				
2.9(C) compare the ways living organisms depend on each other and on their environments such as through food chains				
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 ⓘ				

Basic Needs of Plants and Animals	Unit	1	2	3

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
2.2(D) record and organize data ⓘ 2.2(E) communicate observations and justify explanations 2.3(A) identify and explain a problem and propose a task and solution <i>connected 2.2(C), 2.2(F), 2.3(B), 2.3(C)</i>				



Teacher Learning Report Grade 2 Science

Characteristics of Plants and Animals	Unit	CHECKPOINT		
		1	2	3
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.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
2.2(A) ask questions during observations and investigations 2.2(B) plan and conduct descriptive investigations ⑧ 2.4(A) collect, record, and compare information using tools ⑧ <i>connected 2.1(A), 2.1(B), 2.4(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Physical Characteristics and Behavior				
2.10(A) observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs ⑧				
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 ⑧				
Life Cycles (Insects)				
2.10(C) investigate and record some of the unique stages that insects such as grasshoppers and butterflies undergo during their life cycle				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
2.2(D) record and organize data ⑧ 2.2(E) communicate observations and justify explanations <i>connected 2.2(C), 2.2(F), 2.3(A), 2.3(B), 2.3(C)</i>				



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PROCESS STANDARDS: SCIENTIFIC INVESTIGATION AND REASONING		Unit	CHECKPOINT		
			1	2	3
2.1	The student conducts classroom and outdoor investigations following home and school safety procedures.	Tools to Know			
2.2	The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations.				
2.3	The student knows that information and critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions.				
2.4	The student uses age-appropriate tools and models to investigate the natural world.	Ways to Show			

TOOLS TO KNOW		Unit	CHECKPOINT		
			1	2	3
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 ☉				
2.4(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				

WAYS TO SHOW		Unit	CHECKPOINT		
			1	2	3
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				



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2.3(B)	make predictions based on observable patterns			
2.3(C)	identify what a scientist is and explore what different scientists do			