

St. Johns County School District

Science – Grade 2 – Year-at-a-Glance – 2026-2027



Quarter 1 08/10 – 10/09	Quarter 2 10/13 – 12/18	Quarter 3 01/05 – 03/11	Quarter 4 03/22 – 05/21
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The Year-at-a-Glance document represents a recommended timeline and sequence.

Topic 1* Living Things	Topic 2* Energy, Forces, and Motion	Topic 3* Weather	Topic 5* Physical Properties of Matter
SC.2.L.17.1	SC.2.P.10.1	SC.2.E.7.1 SC.2.E.7.5	SC.2.P.8.1
SC.2.L.17.2	SC.2.P.13.1	SC.2.E.7.4 SC.2.E.7.2	SC.2.P.8.2
SC.2.L.16.1	SC.2.P.13.4	SC.2.P.8.5 SC.2.E.7.3	SC.2.P.8.4
SC.2.L.14.1	SC.2.P.13.3	Topic 4* Earth's Natural Resources	SC.2.P.8.3
Note: Topic 1 corresponds with life science text in the ELA curriculum (<i>Unit 1 – Plants and Animals in their Habitats</i>). Make connections where applicable.	SC.2.P.13.2	SC.2.E.6.1	SC.2.P.8.6
		SC.2.E.6.2	SC.2.P.9.1
		SC.2.E.6.3	Note: Topic 5 corresponds with physical science text in the ELA curriculum (<i>Unit 10 – States of Matter</i>). Make connections where applicable.
		Note: Topic 4 corresponds with Earth's surface text in the ELA curriculum (<i>Unit 8 – Wind and Water Change Earth</i>). Make connections where applicable.	

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Science – Grade 2 – Benchmarks

**The Nature of Science benchmarks cover the skills and knowledge students should explore about how to ‘do’ science. This content should come up throughout the year in multiple ways.*

<u>SC.2.N.1.1</u>	Raise questions about the natural world, investigate them in teams through free exploration and systemic observations, and generate appropriate explanations based on those explorations.
<u>SC.2.N.1.2</u>	Compare the observations made by different groups using the same tools.
<u>SC.2.N.1.3</u>	Ask “how do you know?” in appropriate situations and attempt reasonable answers when asked the same question by others.
<u>SC.2.N.1.4</u>	Explain how particular scientific investigations should yield similar conclusions when repeated.
<u>SC.2.N.1.5</u>	Distinguish between empirical observations (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).
<u>SC.2.N.1.6</u>	Explain how scientists alone or in groups are always investigating new ways to solve problems.
<u>SC.2.E.6.1</u>	Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes.
<u>SC.2.E.6.2</u>	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.
<u>SC.2.E.6.3</u>	Classify soil types based on color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants.
<u>SC.2.E.7.1</u>	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.
<u>SC.2.E.7.2</u>	Investigate by observing and measuring, that the Sun's energy directly and indirectly warms the water, land, and air.
<u>SC.2.E.7.3</u>	Investigate, observe and describe how water left in an open container disappears (evaporates), but water in a closed container does not disappear (evaporate).
<u>SC.2.E.7.4</u>	Investigate that air is all around us and that moving air is wind.
<u>SC.2.E.7.5</u>	State the importance of preparing for severe weather, lightning, and other weather related events.
<u>SC.2.P.8.1</u>	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.
<u>SC.2.P.8.2</u>	Identify objects and materials as solid, liquid, or gas.
<u>SC.2.P.8.3</u>	Recognize that solids have a definite shape and that liquids and gases take the shape of their container.
<u>SC.2.P.8.4</u>	Observe and describe water in its solid, liquid, and gaseous states.

CONTINUED BELOW

Science – Grade 2 – Benchmarks (cont.)

<u>SC.2.P.8.5</u>	Measure and compare temperatures taken every day at the same time.
<u>SC.2.P.8.6</u>	Measure and compare the volume of liquids using containers of various shapes and sizes.
<u>SC.2.P.9.1</u>	Investigate that materials can be altered to change some of their properties, but not all materials respond the same way to any one alteration.
<u>SC.2.P.10.1</u>	Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.
<u>SC.2.P.13.1</u>	Investigate the effect of applying various pushes and pulls on different objects.
<u>SC.2.P.13.2</u>	Demonstrate that magnets can be used to make some things move without touching them.
<u>SC.2.P.13.3</u>	Recognize that objects are pulled toward the ground unless something holds them up.
<u>SC.2.P.13.4</u>	Demonstrate that the greater the force (push or pull) applied to an object, the greater the change in motion of the object.
<u>SC.2.L.14.1</u>	Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions.
<u>SC.2.L.16.1</u>	Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.
<u>SC.2.L.17.1</u>	Compare and contrast the basic needs that all living things, including humans, have for survival.
<u>SC.2.L.17.2</u>	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.