

# Grade 2 Side-by-Side

2021 Knowledge and Skill Statement/Student Expectation	2021 Text	2017 Knowledge and Skill Statement/Student Expectation	2017 Text	Notes from TEA Staff
		2.1	Scientific <del>investigation and reasoning</del> —The student conducts classroom and <del>outdoor</del> investigations <del>following home and school</del> safety <del>procedures and uses environmentally appropriate and responsible practices</del>	



	<a href="#">Recurring themes and concepts. The student uses recurring themes and concepts to make connections across disciplines. The student is expected to:</a>			
	<a href="#">identify and use patterns to describe phenomena or design solutions;</a>			
	<a href="#">investigate and predict cause-and-effect relationships in science;</a>			
	<a href="#">measure and describe the properties of objects in terms of size and quantity;</a>			
	<a href="#">examine the parts of a whole to define or model a system;</a>			
	<a href="#">identify forms of energy and properties of matter;</a>			
	<a href="#">describe the relationship between the structure and function of objects, organisms, and systems; and</a>			
	<a href="#">describe how factors or conditions can cause objects, organisms, and systems to either change or stay the same.</a>			
	Matter and its properties. The student knows that matter has physical properties that determine how it is described, classified, and used. The student is expected to:	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. The student is expected to:	
	classify matter by <a href="#">observable</a> physical properties, including texture, flexibility, and relative temperature, and identify whether a material is a solid or liquid;	2.5.A	classify matter by physical properties, including relative temperature, texture, flexibility, and whether material is a solid or liquid;	
	<a href="#">conduct a descriptive investigation to explain how</a> physical properties <a href="#">can be</a> changed <a href="#">through processes</a> such as cutting, folding, sanding, melting, or <a href="#">freezing</a> ; and	<del>2.5.B</del>	<del>compare changes in materials caused by heating and cooling</del>	Changing objects by heating and cooling has been moved to Grade 1.
		2.5.C	<del>demonstrate that things can be done to materials</del> such as cutting, folding, sanding, and melting to change their physical properties;	
	<a href="#">demonstrate that small units such as building blocks</a> can <a href="#">be combined or reassembled to form new objects for different purposes</a> and <a href="#">explain</a> the materials <a href="#">chosen</a> based on their physical properties.	2.5.D	<del>combine materials that when put together</del> can <del>do things that they cannot do by themselves such as building a tower or a bridge</del> and <del>justify the selection of those materials</del> based on their physical properties.	
	Force, motion, and energy. The student knows that forces cause changes <a href="#">in motion and position in everyday life</a> . The student is expected to:	2.6	Force, motion, and energy. The student knows that forces cause change <del>and energy exists in many forms</del> . The student is expected to:	Force and motion and energy are now two different Knowledge and Skill statements.
	<a href="#">explain how objects push on each other and may change shape when they touch or collide; and</a>			

Force, motion, and energy. The student knows that energy is everywhere and can be observed in everyday life. The student is expected to:

demonstrate and explain that sound is made by vibrating matter and that vibrations can be caused by a variety of means, including sound;

explain how different levels of sound are used in everyday life such as a whisper in a classroom or a fire alarm; and

design and build a device using tools and materials that uses sound to solve the problem of communicating over a distance.

Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:

describe the Sun as a star that provides light and heat and explain that the Moon reflects the Sun's light; and

observe objects in the sky using tools such as a telescope and compare how objects in the sky are more visible and can appear different with a tool than with an unaided eye.

Earth and space. The student knows that the natural world includes earth materials that can be observed in systems and processes. The student is expected to:

measure, record, and graph weather information, including temperature and precipitation; and

~~2.6.B observe and identify how magnets are used in everyday life;~~

~~2.6.C trace and compare patterns of movement of objects such as sliding, rolling, and spinning over time.~~

2.6 Force, motion, and energy. The student knows that ~~forces cause change and energy exists in many forms~~. The student is expected to:

~~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;~~

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

~~3.8.B describe and illustrate the Sun as a star composed of gases that provides light and thermal energy;~~

~~2.8.C observe, describe, and record patterns of objects in the sky, including the appearance of the Moon.~~

2.7 Earth and space. The student knows that the natural world includes earth materials. The student is expected to:

~~2.7.A observe, describe, and compare rocks by size, texture, and color;~~

~~2.7.B identify and compare the properties of natural sources of freshwater and saltwater; and~~

~~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~~

Magnets are taught in kindergarten.

Describing patterns of motion has been deleted from elementary science.

Force and motion and energy are now two different Knowledge and Skill statements.

The forms of energy have been split between grade levels. Grade 2 focuses on sound energy.

The appearance of the Moon has been removed from Grade 2.

The study of rocks ~~has been~~

The properties of freshwater and saltwater have been moved to Grade 1.

