



# Science: Grade 2

## ENGLISH Program

### Discipline Overview


Science is systematic exploration, observation, experimentation, and evidence-based reasoning used to build an understanding of the natural world. It emerges from human curiosity and employs creativity, imagination, and intuition to uncover new knowledge.

Science comprises an established body of knowledge and provides a philosophical framework for generating new insight into the natural world. Science is shaped by historical, political, economic, environmental, and societal factors, which are integral to understanding its significance as a valuable human endeavour.

Science is foundational for understanding natural phenomena, solving problems, and developing new technology. Through the study of science, learners become scientifically literate; they expand their knowledge, develop critical thinking and data analysis skills, and learn to evaluate procedures effectively. Scientific literacy equips learners to critically engage with information, make informed decisions, and address complex issues on both personal and societal levels. Science education fosters responsible citizenship, nurtures curiosity, and encourages interdisciplinary thinking through connections with mathematics, engineering, arts, languages, physical health, and the social sciences.

In Manitoba, Kindergarten to Grade 10 science education rests on the following five strands:

- **Indigenous Peoples within the Natural World:** Indigenous Peoples—First Nations, Métis, and Inuit—have always engaged in scientific ways of knowing, being, and doing. All learners of science benefit from developing an understanding of how different Indigenous communities interpret the natural world, apply scientific principles, and create technologies in interrelated and sustainable ways.
- **Science Identity:** Throughout history, people from diverse backgrounds have played roles in the development of science, and all people, societies, and environments are affected by science and technology. All learners must be empowered to see themselves as participants in the collective scientific endeavour.
- **Practical Science:** This strand includes STSE (science, technology, society, and environment) contexts, measurement, actions and practices, scientific instruments, and the awareness of science application in careers, hobbies, and activities. All learners must be equipped with scientific skills and attitudes to take action for the betterment of society and for a sustainable future.

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- **Nature of Science:** This strand includes the purpose, methods, applications, and implications of scientific inquiry. All learners must develop the scientific confidence needed to navigate the complexities of an information-rich environment, including differentiating between legitimate scientific information, pseudoscience, misinformation, and disinformation.
  - **Scientific Knowledge:** This strand includes information, concepts, principles, theories, and facts that have been acquired, tested, and validated through the systematic process of scientific inquiry. All learners must acquire a fundamental core knowledge base to become scientifically literate citizens.

Scientific Knowledge and Nature of Science learning outcomes are organized around building an understanding of 14 big ideas\* in and about science. Ten big ideas in science are addressed via Scientific Knowledge learning outcomes that are unique to every grade level, while four big ideas about science are investigated through the Nature of Science strand in four progressive grade bands. The contribution of different First Nations, Inuit, and Métis groups are studied in the Indigenous Peoples within the Natural World strand, while connecting all learners to science inclusively is addressed in the Science Identity strand. The Practical Science learning outcomes emphasize that science is active and participatory.

These intertwined strands of learning outcomes put learners on a pathway of increasing scientific literacy. Learners develop their global competencies, which allow them to engage authentically with the curriculum and build enduring understandings of science.

## Course Overview

In **Grade 2**, learners continue to explore science and build science literacy. They use their senses to investigate changes of state, water, the atmosphere, and the variety of living things on Earth. The knowledge areas of **matter**, **Earth science**, **life systems**, and **genetics** provide a foundation for study. An active and practical approach to learning and doing science continues in Grade 2. This includes conducting scientific investigations, expanding tool and measurement skills, looking at science in everyday life, and examining how science interacts with society and the environment. Learners develop agency and a sense of belonging in science and explore Indigenous ways of knowing, being, and doing, including through interacting with the local community and learning in nature. The Kindergarten to Grade 2 Nature of Science band includes the **method** and **application** of science.

Inquiry questions to help guide learning and planning for the year may include the following:

- How does temperature affect matter?
- In what ways does the environment provide the necessities of life?
- Where do living things come from and what do they need to survive?

Please see documents in the [curriculum implementation resources](#) section for more information on how to use this curriculum.

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\* Harlen, Wynne, editor. *Working with Big Ideas of Science Education*. Science Education Program (SEP) of IAP (InterAcademy Partnership), 2015. Available online at <https://www.interacademies.org/publication/working-big-ideas-science-education>.

# Global Competencies in Science



## Critical Thinking

**Critical thinking in science** involves using evidence based on observation, experience, and experimentation to test ideas, solve problems, and deepen scientific knowledge; critical thinking is an essential aspect of scientific inquiry. Critical thinkers use various processes and wide sources of evidence to distinguish accurate and reliable information from biased information or misinformation. Thinking critically leads to the discovery of relationships within and among various phenomena. Through scientific critical thinking, theories are formed and tested; they are reinforced, challenged, shifted, or abandoned.

When critical thinking as a competency is applied in science, learners

- use strategic, efficient, and effective research skills to find and use reliable sources
- display scientifically valid skepticism when evaluating sources of information for bias, reliability, and relevance
- observe, test, and experiment to explore and connect ideas, patterns, and relationships, using scientific criteria and evidence
- reflect on a position from multiple scientific perspectives and defend, adjust, or change position based on scientific evidence and feedback from peers
- are willing to ask scientifically relevant questions to further their understanding
- make judgments based on the best available scientific evidence, observations, and experiences
- weigh criteria to make ethical scientific decisions when their actions may affect themselves, others, living things, or the environment



## Creativity

**Creativity in science** drives the exploration of scientific ideas, processes, problems, and issues. Science is a deeply creative process aimed at generating new ideas, designing innovative products and processes, and producing evidence to support well-informed decision-making. Scientific thinkers use imagination and evidence to build theories and models that explain phenomena in the physical world, and they design experiments to test those theories. This process may lead to shifts in human understanding and to new technologies.

When creativity as a competency is applied in science, learners

- demonstrate initiative, open-mindedness, inventiveness, flexibility, and a willingness to take prudent risks
- demonstrate curiosity about the natural world, ask scientifically relevant questions, and are comfortable playing with ideas

- employ scientific strategies to solve problems by applying knowledge and ideas in innovative ways
- deepen their understanding of scientific concepts by building on the ideas of their peers and endeavouring to see the world through a variety of lenses
- create plans and adjust them as needed in product design or to experimentally investigate a problem
- test and adapt plans used during inquiry, design, or decision-making processes, and persevere through obstacles to improve



## Citizenship

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**Citizenship in science** involves a recognition and an understanding of the consequences of scientific decisions and practices on oneself, others, and the natural world. Scientific approaches to knowledge acquisition recognize the fallibility of human faculties, including natural human biases and the limitations of perception. Citizenship in science involves participating in a process of peer review and acknowledging the breadth and depth of people and cultures that contribute to understanding the physical world. The world's accumulated scientific knowledge serves to help sustain the world. It should be ethically gathered, willingly shared, and passed from generation to generation.

When citizenship as a competency is applied in science, learners

- understand that science often deals with complex issues, on which varying perspectives may exist
- explore the interconnectedness of self, others, and the natural world
- evaluate factors and propose scientifically valid solutions considerate of the well-being of self, others, and the natural world
- welcome diverse scientific viewpoints because they understand that contributions to science come from those with varied backgrounds, experiences, and world views
- are respectful of their peers' perspectives, including those that do not fit their own
- communicate with their science community in responsible, respectful, and inclusive ways
- contribute to the betterment of community both near and far, in doing scientific investigations
- seek equitable solutions to scientific issues that support diversity, inclusivity, and human rights
- make ethical decisions based on evidence, which have a positive and sustainable impact on self, others, and the natural world



## Connection to Self

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**Connection to self in science** involves learners developing confidence in their abilities in science and a positive relationship to science. Scientific thinking is a skill that can be developed, and it has valuable applications to daily life. The practice of science involves prudent risk taking, exercising curiosity, analytical evaluation of beliefs, and a willingness to grow and change based on verifiable information. Engaging in scientific practice teaches individual resiliency and perseverance, and promotes an understanding of one's place in the natural world.

When connection to self as a competency is applied in science, learners

- acknowledge their personal interests, strengths, gifts, and challenges in making connections between science and their lives
- come to know factors that shape their scientific identity and to understand that everyone is a scientist
- understand and use strategies to support self-regulation during scientific investigations and when receiving peer feedback
- reflect on their scientific decisions, effort, and experience, and accept that acknowledging feedback from others is part of the scientific process
- set goals to strengthen their scientific learning progress and well-being, as part of the scientific process
- recognize that a scientific understanding of the natural world can instill hope and optimism about the future
- are resilient and persevere through obstacles, recognizing that they will learn from mistakes and build upon their successes
- demonstrate the ability to critically evaluate their own ideas and beliefs, and are open-minded to adapt and change in response to new evidence
- value their own voice, build their confidence, and embrace their role as lifelong science learners



## Collaboration

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**Collaboration in science** involves learning with and from others to develop scientific ideas and processes. The process of peer review and the seeking of expert consensus are valued practices in the scientific endeavour. The advancement of science often occurs through collaboration among scientists and teams of scientists.

When collaboration as a competency is applied in science, learners

- seek to understand diverse perspectives, voices, and ideas, seeing these as integral components of the scientific process
- understand that in science, new ideas often build upon the contributions and ideas of others

- value the scientific contributions of others
- participate in the process of asking scientific questions of themselves and others and actively listening to responses
- contribute by working through differences, and show a willingness to compromise or change perspective in response to scientific evidence, as participating members of scientific teams
- collaboratively gather and interpret empirical data, striving for a shared understanding of its scientific meaning
- commit to their role as part of a team with a collective purpose toward a common goal in inquiry, design, and decision-making processes



## Communication

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**Communication in science** involves interaction with others to share scientific ideas and information in diverse contexts. The clear communication of scientific information is a vital part of the scientific endeavour. What is communicated as scientific knowledge must be credible, open to interrogation by experts, testable, and verifiable. Scientific communication often conveys information in mathematical, graphical, and technical formats, and must acknowledge the limitations and uncertainties inherent in quantitative empirical investigations. The language and symbols within narrow fields often become extremely specialized. Communication among fields, and from scientific communities to the public, often requires interpretation by teachers, journalists, and other science communicators.

When communication as a competency is applied in science, learners

- express ideas and organize information, including uncertainty and error, clearly and succinctly using appropriate scientific terminology and representations
- use multiple modes and forms of communication, which take into account purpose, context, and audience, to share scientific ideas
- understand how their words and actions shape their identity, whether in person or online
- use their scientific background and context cues to enhance understanding of scientific communications
- seek to understand the scientific perspective of their peers through active listening and questioning
- deepen their understanding of scientific ideas by making connections and building relationship through conversation, discussion, and interaction in a variety of contexts and through varied media
- advocate for themselves and others in constructive and responsible ways to strengthen their scientific community



## Enduring Understandings

### **Science is about explaining phenomena.**

Science explains the cause or causes of phenomena observed in the natural world using various scientific practices.

### **Science is a collective endeavour.**

Science is a collective human endeavour that discovers laws, builds models, and formulates theories that best fit the empirical evidence available at a particular time.

### **Science is interconnected with technology.**

In science, there is a symbiotic relationship between scientific understandings and technological developments for the solution of problems.

### **Science has complex implications.**

Science and its applications have ethical, social, personal, economic, political, cultural, and environmental implications, such as considerations of sustainability and social justice.

### **Science empowers human agency.**

Science fosters curiosity that supports the development of a science identity, a lifelong interest in science, and the ability to make informed decisions and have agency in everyday life.



## Learning Outcomes

Science learning outcomes are organized into five strands. These strands and learning outcomes are intended to be woven together throughout all learning experiences while supporting the development of [global competencies](#). All strands equally and cohesively build scientific literacy, skills, and attitudes, inclusive of Indigenous ways and knowledge. Teachers can tailor curriculum implementation to the learners' specific interests and needs.

### Legend

*Include the following = compulsory content*

*Examples/e.g., = suggestions for learning*

### Learning Outcome Key

Subject Strand  
↓ ↓  
**SCI.K.A.1**  
↑ ↑  
Grade Level Learning Outcome

## Strand A: Indigenous Peoples within the Natural World



- SCI.2.A.1** Demonstrate an understanding of different First Nations, Métis, and Inuit ways of knowing, being, and doing in relationship with the land and the natural world by exploring Indigenous methods of observing and interpreting the world, applying scientific principles, and creating technologies within local traditional and contemporary cultural contexts (e.g., wholistic, reciprocal, interconnected, and sustainable ways; land-based learning; outdoor learning; intersections with Western science).

## Strand B: Science Identity



- SCI.2.B.1** Develop a sense of agency, identity and belonging in science by
- cultivating natural curiosity about the world
  - acquiring scientific skills and fostering scientific attitudes
  - building a personal connection to nature
  - establishing links between science concepts and personal experience
  - recognizing that everyone can contribute to science



## Strand C: Practical Science



### Science, Technology, Society, and Environment (STSE) Contexts

**SCI.2.C.1** Demonstrate an awareness of the dynamic interplay between science, technology, society, and the environment (STSE), thereby being empowered to critically evaluate the impacts of scientific and technological advancements on individuals, communities, and ecosystems, and to make informed decisions for a sustainable future.

Examples:

states of everyday objects; states of water and the economy (e.g., ice roads, fishing, agriculture, recreation); conservation and protection of lands, water, and ecosystems; uses of plants and animals by Indigenous Peoples; Indigenous teachings related to water and relationships within ecosystems; water conservation; weather events and their effects on humans, other animals, and plants; pollution and sustainability; ecosystems and sustainability; animal breeds (e.g., dog breeds, horse breeds); renewable and non-renewable energy sources; cultural perspectives on conservation and living within nature; wildlife-human interactions and coexistence

### Scientific Measurement

**SCI.2.C.2** Demonstrate an understanding of units, measuring tools, and the nature of measurement in science. (**Bold** indicates items introduced for the first time at this grade level.)

Include the following:

- Tools: senses, non-standard (e.g., hands, paper clips, coins), calendar, clock, **thermometer**
- Attributes: length, mass, volume, time, **temperature**
- Units: length (relative: longer, shorter; non-standard: hands, paper clips, coins, etc.), mass (relative: heavier, lighter; nonstandard: paper clips, coins, etc.), time (seconds, minutes, hours, days, weeks, months, years)
- Skills: sort, compare, sequence, **estimate, and measure using multiples of non-standard units; sort, compare, and sequence based on time information**

### Action and Practice

**SCI.2.C.3** Demonstrate practical scientific skills through safely and actively participating in a variety of scientific practices such as inquiry-based learning experiences, experimentation, scientific observation, data analysis, measurement, debate and scientific argumentation, communicating scientific information, and designing and building.



Examples:

- Participate in learning experiences that include an Indigenous community member (e.g., Elder, Knowledge Holder, Knowledge Keeper) to share knowledge, experience, or teachings related to the curriculum.
- Identify examples of how water, in all three states of matter, is used at home, in the school, and throughout communities (water cycle).
- Record, using tables, diagrams, pictographs, or bar graphs, individual, classroom, and/or household use of water for a given period.
- Investigate, through field trips to natural habitats, nature videos, and community walks, the homes and habitats of local plants and animals to determine how they meet their basic needs.
- Create a physical, visual, or dramatic representation of the growth and development of familiar animals during their life cycles.
- Recognize international symbols that provide information on the safety of substances.

### Scientific Instruments

**SCI.2.C.4** Demonstrate an understanding of the purpose and function of various scientific instruments and materials (considering availability and appropriateness), as well as competence in using them safely.

Examples:

magnifying glass, craft and recycled materials, classroom materials, materials from nature, charts, safety procedures

### Careers, Hobbies, and Activities

**SCI.2.C.5** Demonstrate an understanding of the connections between the scientific ideas studied and a range of careers, hobbies, and activities.

Examples:


meteorologist, chemist, biologist, ecologist, aquarist, botanist, veterinarian, animal technologist, conservation officer, fisher, farmer, gardening, ice fishing, aquarium keeping, rock and mineral collecting, seed saving, nature photography, basketball, swimming, seasonal practices of hunting, trapping, fishing, and picking

## Strand D: Nature of Science (Kindergarten to Grade 2 Band)



**Method:** Scientific explanations, theories, and models are those that best fit the evidence available at a particular time.

**SCI.2.D.1** Demonstrate the understanding that everyone can ask questions about the world and try to explain what is happening.



**Application:** The knowledge produced by science is used in engineering and technologies to create products and processes.

**SCI.2.D.2** Demonstrate the understanding that technologies have been created by people to provide things that are needed or useful.

## Strand E: Scientific Knowledge



**Matter:** All matter in the universe is made up of very small particles.

**SCI.2.E.1** Demonstrate the understanding that matter can have three states (solid, liquid, and gas) depending on temperature.  
Include the following: water, ice, steam.

**SCI.2.E.2** Demonstrate the understanding that matter can change from one state to another (e.g., melting, freezing, boiling) by heating and cooling.

**Earth Science:** The composition of Earth and its atmosphere and the processes occurring within them shape Earth's surface and its climate.

**SCI.2.E.3** Demonstrate an understanding of the characteristics of the atmosphere.  
Include the following: air is made of gases (including water vapour) and particles (e.g., smoke); the atmosphere changes with altitude.

**SCI.2.E.4** Demonstrate an understanding of the important role water plays in Earth's environment.  
Include the following: surface coverage, recycling through the water cycle, forms of precipitation, fresh water, oceans.

**SCI.2.E.5** Demonstrate the understanding that air and water movement play important roles in Earth's weather systems.  
Include the following: movement of clouds, storms, wind, water cycle, precipitation.


**Life Systems:** Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.

**SCI.2.E.6** Demonstrate the understanding that air and water are essential to life.

**SCI.2.E.7** Demonstrate the understanding that animals must obtain energy by eating plants or other animals.  
Include the following: herbivore, carnivore, omnivore, predator, prey.

**SCI.2.E.8** Demonstrate the understanding that plants are able to capture energy from the Sun to produce and store their own food. Include the following: chlorophyll, sunlight.

**SCI.2.E.9** Demonstrate an understanding that animals are ultimately dependent upon plants for survival.



**Genetics:** Genetic information is passed down from one generation of organisms to another.

**SCI.2.E.10** Demonstrate the understanding that plants and animals produce offspring who are of the same type but are not identical to their parents.

## Curriculum Implementation Resources

Curriculum implementation resources will include supplementary documents to support implementation. This section and the support documents will continue to be updated, so you are encouraged to visit the site regularly.