

GRADE 2 Report Card – Parent Support

SCIENCE

Trimester Expectations

Please note that although the expectations remain the same for each trimester, the content changes. Students are expected to apply the same skills to new concepts and material.

Indicator with Standards	1 st Trimester Expectations	2 nd Trimester Expectations	3 rd Trimester Expectations
<p align="center">Unit Title:</p>	<p align="center">Interdependent Relationships in Ecosystems (Life Science)</p>	<p align="center">Structure and Properties of Matter (Physical Science)</p>	<p align="center">Work of Water Earth's Surface Processes (Earth Science)</p>
<p>Scientific Inquiry - Participates in collaborative conversations and the process of planning, observing, and describing information 2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.</p> <p>2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.</p>	<ul style="list-style-type: none"> • Share ideas. • Make, record and share predictions. • Discuss observations. • Describe observations and information gathered. 	<ul style="list-style-type: none"> • Share ideas. • Make, record and share predictions. • Discuss observations. • Describe observations and information gathered. 	<ul style="list-style-type: none"> • Share ideas. • Make, record and share predictions. • Discuss observations. • Describe observations and information gathered.
<p>Scientific Literacy - Demonstrates scientific literacy through listening, speaking, drawing, reading, writing and presenting about science 2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</p> <p>2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.</p> <p>2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.</p>	<ul style="list-style-type: none"> • Listen/Read, discuss, and respond to selections from units. • Record ideas on various organizers and in Science Notebook. • Record observations on Student Record Sheets. • Use new vocabulary. 	<ul style="list-style-type: none"> • Listen/Read, discuss, and respond to selections from units. • Record ideas on various organizers and in Science Notebook. • Record observations on Student Record Sheets. • Use new vocabulary. 	<ul style="list-style-type: none"> • Listen/Read, discuss, and respond to selections from units. • Record ideas on various organizers and in Science Notebook. • Record observations on Student Record Sheets. • Use new vocabulary.

<p>Scientific Numeracy - Uses tools and materials to design, conduct and analyze scientific data and ideas</p> <p>2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.</p> <p>2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.</p>	<ul style="list-style-type: none"> • Identify common objects and their shapes and sizes. • Describe physical attributes. • Graph data. • Sort and classify. 	<ul style="list-style-type: none"> • Identify common objects and their shapes and sizes. • Describe physical attributes. • Graph data. • Sort and classify. 	<ul style="list-style-type: none"> • Identify common objects and their shapes and sizes. • Describe physical attributes. • Graph data. • Sort and classify.
<p>Scientific Content -Demonstrates and applies understanding of core concepts</p> <p>2-PS1-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.</p> <p>2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.</p> <p>2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</p> <p>2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.</p>	<ul style="list-style-type: none"> • Create a project/model/presentation to show understanding of core concepts. • Explain scientific thinking to others using evidence and observations. • Use information from multiple sources to support scientific ideas. 	<ul style="list-style-type: none"> • Create a project/model/presentation to show understanding of core concepts. • Explain scientific thinking to others using evidence and observations. • Use information from multiple sources to support scientific ideas. 	<ul style="list-style-type: none"> • Create a project/model/presentation to show understanding of core concepts. • Explain scientific thinking to others using evidence and observations. • Use information from multiple sources to support scientific ideas.