

**Grade 2 - SCIENCE**  
**Skills Based Report Card**

Skills and Expectations	Standards	Students will be able to...
<p><b>Scientific Inquiry:</b> <b>Participates in collaborative conversations and the process of planning, observing, and describing information</b></p>	<p><b>2-PS1-1.</b> Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. [Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.]</p> <p><b>2-PS1-2.</b> Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.* [Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.] [Assessment Boundary: Assessment of quantitative measurements is limited to length.]</p>	<p>Share ideas.</p> <p>Make, record and share predictions.</p> <p>Discuss observations.</p> <p>Describe observations and information gathered.</p>
<p><b>Scientific Literacy:</b> <b>Demonstrates scientific literacy through listening, speaking, drawing, reading, writing and presenting about science</b></p>	<p><b>2-PS1-1.</b> Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. [Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.]</p> <p><b>2-PS1-2.</b> Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.* [Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.] [Assessment Boundary: Assessment of quantitative measurements is limited to length.]</p> <p><b>2-PS1-3.</b> 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. [Clarification Statement: Examples of pieces could include blocks, building bricks, or other assorted small objects.]</p> <p><b>2-PS1-4.</b> Construct an argument with evidence that</p>	<p>Listen/Read, discuss, and respond to selections from units.</p> <p>Record ideas on a K-W-L chart and in Science Notebook.</p> <p>Make comparisons and record ideas using a Venn Diagram.</p> <p>Record observations on Student Record Sheets.</p> <p>Use new vocabulary.</p>

	<p>some changes caused by heating or cooling can be reversed and some cannot. [Clarification Statement: Examples of reversible changes could include materials</p>	
<p><b>Scientific Numeracy:</b> <b>Uses tools and materials to design, conduct and analyze scientific data and ideas</b></p>	<p><b>2-PS1-3.</b> 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. [Clarification Statement: Examples of pieces could include blocks, building bricks, or other assorted small objects.]</p>	<p>Identify common objects and their shapes and sizes.</p> <p>Describe physical attributes.</p> <p>Graph data.</p> <p>Sort and classify.</p>
<p><b>Scientific Content:</b> <b>Demonstrates and applies understanding of core concepts</b></p>	<p><b>2-PS1-1.</b> Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. [Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.]</p> <p><b>2-PS1-2.</b> Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.* [Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.] [Assessment Boundary: Assessment of quantitative measurements is limited to length.]</p> <p><b>2-PS1-3.</b> 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. [Clarification Statement: Examples of pieces could include blocks, building bricks, or other assorted small objects.]</p> <p><b>2-PS1-4.</b> Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. [Clarification Statement: Examples of reversible changes could include materials</p>	