

Grade 2 Science Frameworks

Science vocabulary for Preschool through grade 2 will be based on the resource materials selected to support the

Standard 1: Students apply the processes of scientific investigation and design, conduct, communicate about and evaluate such investigations.

Students know and are able to:	Indicators of Performance	Resources
use their senses to make and describe careful observations	<ul style="list-style-type: none"> • follows a plan to conduct an investigation that includes making observations and describing what happened. 	
ask questions and make predictions	<ul style="list-style-type: none"> • follows a plan to conduct an investigation that includes asking questions. 	
conduct simple experiments using tools and technology (e.g. computers, thermometers, magnifiers, rulers, balances)	<ul style="list-style-type: none"> • uses simple tools to make observations and compare objects. 	
record data, report on findings and explain with reasons	<ul style="list-style-type: none"> • communicates about an investigation with labeled pictures and charts, and/or by writing descriptions and simple reports. 	

Standard 2: Physical Science: Students know and understand common properties, forms, and changes in matter and energy.

Students know and are able to:	Indicators of Performance	Resources
identify, compare, sort/classify by solids and liquids (matter) their physical properties (e.g. size, shape, texture, flexibility, temperature, color, and patterns)	<ul style="list-style-type: none"> ▪ examines, describes, and compares the properties of solids: color, transparency, texture, flexibility, and hardness ▪ examines, describes, and compares the properties of liquids: color, flow, clarity, foaminess. 	
creates and separates mixtures based on physical properties (e.g. salt and sand, iron filings and soil, oil and water)	<ul style="list-style-type: none"> • separates mixtures according to properties using a variety of methods. 	

Standard 3: Life Science: Students know and understand the characteristics of living things, the processes of life, and how living things interact with each other and their environment.

Students know and are able to:	Indicators of Performance	Resources
recognize organisms (plant, animal) as living things that have physical characteristics that help it to survive .	<ul style="list-style-type: none"> ▪ identifies the common structures of insects: head, thorax, abdomen, segments, legs, antenna, and wing. 	
identify fossils as evidence of organisms that once lived on Earth but have disappeared .	<ul style="list-style-type: none"> ▪ identifies species that are extinct (e.g. dinosaurs, dodo bird, woolly mammoth, saber tooth tiger). 	
identify there are similarities and differences in growth and development of organisms (e.g. insect, plant, animal).	<ul style="list-style-type: none"> ▪ compares one type of insect to another. ▪ describes the life cycle/metamorphosis of an insect starting from an egg. 	
recognize organisms interact with each other and with nonliving parts of their habitat to meet their basic needs (e.g. food, water, air, shelter, space).	<ul style="list-style-type: none"> ▪ identifies the needs of insects. ▪ identifies the food sources for various insects and recognizes that insects are a source of food for other animals. 	

Standard 4: Earth and Space Science: Students know and understand the processes and interactions of Earth's systems and the structure and dynamics of Earth and other objects in space.

Students know and are able to:	Indicators of Performance	Resources
identify different types of Earth's materials (rocks, soil) and recognize they come in various shapes and sizes.	<ul style="list-style-type: none"> ▪ describes the components of soil as different size rocks and humus. ▪ separates earth material by size using different sorting methods. ▪ sorts, arranges, displays, and describes earth materials. 	
identify major features of Earth's surface (e.g. mountains, rivers, plains, hills, oceans, plateaus)	<ul style="list-style-type: none"> ▪ identifies the major features of the Earth's surface and recognize the differences. 	
recognize the Earth's materials (rocks, soil, water) provide many of the resources that humans use and reuse	<ul style="list-style-type: none"> ▪ identifies the resources that humans use and reuse that are made from Earth's materials. 	

Standard 5: Students understand that the nature of science involves a particular way of building knowledge and making meaning of the natural world.

Students know and are able to:	Indicators of Performance	Resources
recognize basic observable patterns changes in the world and predict future events based on those patterns (e.g. seasonal weather patterns, day/night)	<ul style="list-style-type: none">▪ identifies observable patterns, interactions and changes.	