



ADW Academic Standards Report Card Guide Sheets

Grade: Second Subject: Science

Report Card Standard	Investigate, describe and discuss naturally occurring patterns.		
Learning Targets by Quarter			
1	2	3	4
I can:	I can: Observe a variety of soil samples and describe in words and pictures the soil properties in terms of color, particle size and shape, texture, and recognizable living and nonliving items.	I can: Obtain information from maps and images to identify where water, whether solid or liquid, is found on Earth. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.	I can: Obtain and communicate information to compare the properties and uses of Earth's materials.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:	Student can:	Student can:	Student can:



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Grade: Second Subject: Science

Report Card Standard	Investigate, describe and discuss how plants and animals interact within the environment.		
Learning Targets by Quarter			
1	2	3	4
I can: Obtain, evaluate, and communicate information on what humans need for a healthy lifestyle.	I can: Plan and conduct a structured investigation to determine what plants need to live, grow, and reproduce.	I can: Develop representations to describe the diverse life cycles of living organisms.	I can: Develop a model that mimics the function of an animal in dispersing seeds or pollinating plants.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: List healthy habits. (For example, eating healthful foods, getting enough sleep, regular physical activity, drinking water.) Describe how germs can enter the human body and precautions that can be taken. Tell how organs work together in systems to keep the body functioning properly. Define the following terms: <ul style="list-style-type: none">body systemsexercisebacteriavirus	Student can: Use a metric ruler/meter stick to measure height and length. Make a web of the needs of plants. Describe what would happen to a plant that doesn't have its needs met. Plant bean seeds to show how some plants grow from seeds. Collect pinecones and discuss how the seeds of evergreen trees are dispersed through the pinecones.	Student can:	Student can:



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Report Card Standard	Investigate, describe and discuss how the natural surroundings move and change.		
Learning Targets by Quarter			
1	2	3	4
I can: Describe and classify different kinds of materials by their physical properties.	I can: Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.	I can: Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. Compare these uses with other students' ideas.	I can: Construct an argument with evidence that some changes caused by heating and cooling can be reversed and some cannot.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Sort pictures or other examples of solids, liquids, and gases. Read a thermometer. Sort items by the tool that would be used to measure them. Describe/classify items by physical properties. Define color, texture, hardness, and flexibility. Perform experiments where items are frozen, heated, mixed, cut, or wet. Define the following terms: matter, solid, liquid, gas, temperature, physical properties, physical changes	Student can: Determine the correct materials to perform a scientific task. Manipulate materials in ways to perform a given task. For example, combine or take apart blocks to create a 3-inch cube.	Student can: Determine the correct materials to perform a scientific task. Manipulate materials in ways to perform a given task. Compare ideas with other students' ideas.	Student can: Perform experiments where items are heated and cooled. <ul style="list-style-type: none">● Observe and communicate changes.● Try to reverse the changes.● Use evidence to communicate which physical changes can be reversed. Define the following terms: heating, cooling, reversible, irreversible



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Report Card Standard	Uses scientific tools to investigate, observe and ask questions.		
Learning Targets by Quarter			
1	2	3	4
I can: Pose questions, make observations, and obtain information about a situation people want to change. Use this data to define a simple problem that can be solved through the construction of a new or improved object or tool. Develop a simple sketch, drawing, or physical model to illustrate and investigate how the shape of an object helps it function as needed to solve an identified problem. Analyze data from the investigation of two objects constructed to solve the same problem to compare the strengths and weaknesses of how each performs.	I can: Pose questions, make observations, and obtain information about a situation people want to change. Use this data to define a simple problem that can be solved through the construction of a new or improved object or tool. Develop a simple sketch, drawing, or physical model to illustrate and investigate how the shape of an object helps it function as needed to solve an identified problem. Analyze data from the investigation of two objects constructed to solve the same problem to compare the strengths and weaknesses of how each performs.	I can: Pose questions, make observations, and obtain information about a situation people want to change. Use this data to define a simple problem that can be solved through the construction of a new or improved object or tool. Develop a simple sketch, drawing, or physical model to illustrate and investigate how the shape of an object helps it function as needed to solve an identified problem. Analyze data from the investigation of two objects constructed to solve the same problem to compare the strengths and weaknesses of how each performs.	I can: Pose questions, make observations, and obtain information about a situation people want to change. Use this data to define a simple problem that can be solved through the construction of a new or improved object or tool. Develop a simple sketch, drawing, or physical model to illustrate and investigate how the shape of an object helps it function as needed to solve an identified problem. Analyze data from the investigation of two objects constructed to solve the same problem to compare the strengths and weaknesses of how each performs.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:	Student can:	Student can:	Student can: