



**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: Use graphic organizers to present the properties of soil samples. Draw a model or sketch of soil and its components. | Student can: Locate and label oceans and rivers on maps. Use graphic organizers or labeled drawings to compare and contrast weathering and erosion. | Student can: Write a report or create a visual display about waste and ways to save Earth's natural resources. Define the following terms: <ul style="list-style-type: none"> • natural resources |



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| | | <p>Define the following terms:</p> <ul style="list-style-type: none">• oceans• coast• freshwater• salt water• streams• rivers• lakes• glaciers• weathering• erosion• gravity• wind break | <ul style="list-style-type: none">• soil• color• particle size• shape• texture• living• nonliving• rock• weathering• conservation• recycling |
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| Report Card Standard | Investigate, describe and discuss how plants and animals interact within the environment. | | |
| Learning Targets by Quarter | | | |
| 1 | 2 | 3 | 4 |
| <p>I can:</p> <p>Obtain, evaluate, and communicate information on what humans need for a healthy lifestyle.</p> | <p>I can:</p> <p>Plan and conduct a structured investigation to determine what plants need to live, grow, and reproduce.</p> | <p>I can:</p> <p>Develop representations to describe the diverse life cycles of living organisms.</p> | <p>I can:</p> <p>Tell how an animal disperses seeds or pollinates plants.</p> |
| Work Sample for Meets the Grade Level Expectations at this Time by Quarter | | | |
| 1 | 2 | 3 | 4 |
| <p>Student can:</p> <p>List healthy habits. (For example, eating healthful foods, getting enough sleep, regular physical activity, drinking water.)</p> <p>Describe how germs can enter the human body and precautions that can be taken.</p> <p>Tell how organs work together in systems to keep the body</p> | <p>Student can:</p> <p>Use a metric ruler/meter stick to measure height and length.</p> <p>Make a web of the needs of plants.</p> <p>Describe what would happen to a plant that doesn't have its needs met.</p> | <p>Student can:</p> <p>Develop models of life cycles of a variety of animals.</p> <p>Compare the life cycles of different animals.</p> <p>Compare and contrast birds, amphibians, mammals, insects, etc.</p> <p>Define the following terms:</p> <ul style="list-style-type: none"> • life cycle | <p>Student can:</p> <p>Develop a model that mimics the function of an animal dispersing seeds or pollinates plants.</p> <p>Define the following terms:</p> <ul style="list-style-type: none"> • pollination • pollinator • seed • seed dispersal |



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| <p>functioning properly.</p> <p>Define the following terms:</p> <ul style="list-style-type: none">● body systems● exercise● bacteria● virus | <p>Plant bean seeds to show how some plants grow from seeds.</p> <p>Collect pinecones and discuss how the seeds of evergreen trees are dispersed through the pinecones.</p> <p>Define the following terms:</p> <ul style="list-style-type: none">● variable● constant● seed● growth● reproduction | <ul style="list-style-type: none">● development● amphibians● birds● mammals● insects | |
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| Report Card Standard | Investigate, describe and discuss how the natural surroundings move and change. | | |
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| Learning Targets by Quarter | | | |
| 1 | 2 | 3 | 4 |
| <p>I can:</p> <p>Describe and classify different kinds of materials by their physical properties.</p> | <p>I can:</p> <p>Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.</p> | <p>I can:</p> <p>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.</p> | <p>I can:</p> <p>Construct an argument with evidence that some changes caused by heating and cooling can be reversed and some cannot.</p> |
| Work Sample for Meets the Grade Level Expectations at this Time by Quarter | | | |
| 1 | 2 | 3 | 4 |
| <p>Student can:</p> <p>Sort pictures or other examples of solids, liquids, and gases.</p> <p>Read a thermometer.</p> <p>Sort items by the tool that would be used to measure them.</p> <p>Describe/classify items by</p> | <p>Student can:</p> <p>Determine the correct materials to perform a scientific task.</p> <p>Manipulate materials in ways to perform a given task. For example, combine or take apart blocks to create a 3-inch cube.</p> | <p>Student can:</p> <p>Determine the correct materials to perform a scientific task.</p> <p>Manipulate materials in ways to perform a given task.</p> <p>Compare ideas with other students' ideas.</p> | <p>Student can:</p> <p>Perform experiments where items are heated and cooled.</p> <ul style="list-style-type: none"> ● Observe and communicate changes. ● Try to reverse the changes. ● Use evidence to communicate which physical changes can be |



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| <p>physical properties.</p> <p>Perform experiments where items are frozen, heated, mixed, cut, or wet.</p> <p>Define the following terms:</p> <ul style="list-style-type: none">• color• texture• hardness• flexibility• matter• solid• liquid• gas• temperature• physical properties• physical changes | | | <p>reversed.</p> <p>Define the following terms:</p> <ul style="list-style-type: none">• 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 |
| <p>I can:</p> <p>Recognize a problem that can be solved with the invention and application of new items or tools.</p> | <p>I can:</p> <p>Make a plan to solve a problem.</p> <p>Plan new items of tools designed to solve a problem.</p> | <p>I can:</p> <p>Create new items to solve problems.</p> <p>Test newly created items or tools.</p> <p>Draw conclusions about the effectiveness of newly created items/tools.</p> | <p>I can:</p> <p>Create and test two or more new items/tools meant to solve specific problems.</p> <p>Compare the strengths and weaknesses of two new items and their application toward a specific problem. Determine if one is more effective than the other.</p> |
| Work Sample for Meets the Grade Level Expectations at this Time by Quarter | | | |
| 1 | 2 | 3 | 4 |
| <p>Student can:</p> <p>Ask questions about problems and observations.</p> <p>Record scientific observations by writing, drawing, or</p> | <p>Student can:</p> <p>Ask questions about problems and observations.</p> <p>Record scientific observations by writing, drawing, or</p> | <p>Student can:</p> <p>Ask questions about problems and observations.</p> <p>Record scientific observations by writing, drawing, or</p> | <p>Student can:</p> <p>Ask questions about problems and observations.</p> <p>Record scientific observations by writing, drawing, or</p> |



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| <p>charting.</p> <p>Make a list of problems that need to be solved and can be solved.</p> <p>Brainstorm inventive solutions for the listed problems.</p> | <p>charting.</p> <p>Draw a sketch or model of a plan for a newly created tool that will solve a problem.</p> <p>Use given materials to build/create new tools or items.</p> | <p>charting.</p> <p>Use given materials to build/create new tools or items.</p> <p>Conduct a test to determine if an item/tool works for its intended purpose. Write or verbally explain if the item/tool worked and why.</p> | <p>charting.</p> <p>Conduct a test of two newly created items/tools.</p> <p>Use a graphic organizer to visually present each item/tool's strengths and weaknesses in solving the problem.</p> <p>Write a conclusive paragraph claiming which tool is more effective and giving support for why.</p> |
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