|  |
| --- |
| **Science: Grade 2** |
| **Curricular Competencies (Do)** In science, the curricular competencies introduced in K are expanded in a developmental continuum focused on the doing of science.  | **Big Ideas (Understand)** |
| **Biology- Living Things**Living things have life cycles adapted to their environment. | **Physics - Energy**Forces influence the motion of an object. | **Chemistry - Matter**Materials can be changed through physical & chemical processes. | **Geology - Wind, Water and Ice****Water is essential to all living things, & it cycles through the environment.** |
| **Content (Know)** |
| metamorphic & non-metamorphic life cycles of different organisms | First Peoples use of their knowledge of life cycles | similarities & differences between offspring & parent | types of forces | chemical ways of changing materials | physical ways of changing materials | water sources including local watersheds | water conservation | the water cycle | local First People’s knowledge of water:- water cycles- conservation- connection to other systems |
|  | Inquiry Question | Inquiry Question | Inquiry Question | Inquiry Question |
| Questioning & predicting | Demonstrate curiosity and a sense of wonder about the world.  |  |  |  |  |  |  |  |  |  |  |
| Observe objects & events in familiar contexts. |  |  |  |  |  |  |  |  |  |  |
| Ask questions about familiar objects & events.  |  |  |  |  |  |  |  |  |  |  |
| Make simple predictions about familiar objects and events. |  |  |  |  |  |  |  |  |  |  |
| Planning and conducting | Make and record observations. |  |  |  |  |  |  |  |  |  |  |
| Safely manipulate materials to test ideas and predictions. |  |  |  |  |  |  |  |  |  |  |
| Make and record simple measurements using informal or non-standard methods. |  |  |  |  |  |  |  |  |  |  |
| Processing and analyzing data & information | Experience and interpret the local environment.  |  |  |  |  |  |  |  |  |  |  |
| Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge |  |  |  |  |  |  |  |  |  |  |
| Sort and classify data and information using drawings or provided tables. |  |  |  |  |  |  |  |  |  |  |
| Compare observations with predictions through discussion. |  |  |  |  |  |  |  |  |  |  |
| Identify simple patterns and connections. |  |  |  |  |  |  |  |  |  |  |
| Evaluating | Compare observations with those of others. |  |  |  |  |  |  |  |  |  |  |
| Consider some environmental consequences of their actions. |  |  |  |  |  |  |  |  |  |  |
| Applying and innovating | Take part in caring for self, family, classroom and school through personal approaches |  |  |  |  |  |  |  |  |  |  |
| Transfer & apply learning to new situations. |  |  |  |  |  |  |  |  |  |  |
| Generate & introduce new or refined ideas when problem solving. |  |  |  |  |  |  |  |  |  |  |
| Communicating | Communicate observations and ideas using oral or written language, drawing, or role-play. |  |  |  |  |  |  |  |  |  |  |
| Express & reflect on personal experiences of **place**. |  |  |  |  |  |  |  |  |  |  |