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| **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**. | |  |  |  |  |  | |  |  |  |  |  |