

2nd Grade Science: I Can Statements

Processes, Content Statements & Expectations (Disciplinary Knowledge)	I Can Statement
<u>Life Science: A Plant's Life (2LS)</u>	
<i>Organization of Living Things (L.OL.E.1) Life Requirements – Organisms have basic needs. Animals and plants need air, water, and food. Plants also require light. Plants and animals use food as a source of energy and a source of building material for growth and repair.</i>	
L.OL.02.14. Identify the needs of plants	I can tell the needs of plants.
<i>(L.OL.E.2) Life Cycles – Plants and animals have life cycles. Both plants and animals begin life and develop into adults, reproduce, and eventually die. The details of this life cycle are different for different organisms.</i>	
L.OL.02.22. Describe the life cycle of familiar flowering plants including the following stages: seed, plant, flower, and fruit.	I can draw and label the life cycle stages of a flowering plant.
<i>(L.HE.E.1) Observable Characteristics – Plants and animals share many, but not all, characteristics of their parents Work with equal groups of objects to gain foundations for multiplication</i>	
L.HE.02.13. Identify the characteristics of plants (leaf shape, flower type, color, size) that are passed on from parent to young	I can tell the characteristics of plants from parent to young.
<u>Physical Science: Measuring Matters (2PS)</u>	
<i>Properties of Matter (P.PM.E.1) Physical Properties – All objects and substances have physical properties that can be measured.</i>	
P.PM.02.12 Describe objects and substances according to their properties (color, size, shape, texture, hardness, liquid or solid, sinking or floating).	I can tell about a substance according to its physical properties.
P.PM.02.13 Measure the length of objects using rulers (centimeters) and meter sticks (meters).	I can measure the length of an object using centimeters and meters.
P.PM.02.14 Measure the volume of objects using common measuring tools (graduated measuring cups and measuring spoons).	I can measure the volume of an object using measuring cups and spoons.
P.PM.02.15 Compare objects using balances.	I can tell the difference between objects using a balance.
<i>(P.PM.E.4) Material Composition - Some objects are composed of a single substance, while other objects are composed of more than one substance.</i>	
P.PM.02.41 Classify objects as single substances (water, sugar, salt) or mixtures (salt and pepper, mixed dry beans).	I can tell whether an object is made of one substance or more than one.

Earth Science: Earth's Land and Water (2ES)

Solid Earth (E.SE.E.2) Surface Changes – The surface of Earth changes. Some changes are due to slow processes, such as erosion and weathering, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.

E.SE.02.21. Describe the major landforms of the surface of the Earth (mountains, plains, plateaus, valley, hills.)

I can tell about the major landforms of the Earth.

Fluid Earth (E.FE.E.1) Water – Water is a natural resource and is found underground, on the surface of the earth, and in the sky. It exists in three states (liquid, solid, and gas) and can go back and forth from one form to another

E.FE.02.11 Identify water sources (wells, springs, lakes, rivers, oceans)

I can name the different sources of water.

E.FE.02.12 Identify household uses of water (drinking, cleaning, food preparation)

I can name the different uses of water in a household.

E.FE.02.13 Describe the properties (visible, flowing, melting, dew) of water as a liquid (lakes, rivers, streams, oceans).

I can tell the different properties of the major bodies of water on Earth as liquids.

E.FE.02.14 Describe the properties (hard, visible, frozen, cold) of water as a solid (ice, snow, iceberg, sleet, hail).

I can tell the different properties of water as solids.

(E.FE.E.2) Water Movement - Water moves in predictable patterns.

E.FE.02.21 Describe how rain collects on the surface of the Earth and flows downhill into bodies of water (streams, rivers, lakes, oceans) or into the ground.

I can tell how rain collects on the Earth and either flows downhill into bodies of water or goes into the ground.

E.FE.02.22 Describe the major bodies of water on the Earth's surface (lakes, ponds, oceans, rivers, streams).

I can name the major bodies of water on the Earth's surface.

Science Processes

Inquiry Processes (S.IP.E.1) Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.

S.IP.00.11 Make purposeful observation of the natural world using the appropriate senses.

I can make purposeful observation of the natural world using the appropriate senses.

S.IP.00.12 Generate questions based on observations.

I can generate questions based on observations.

S.IP.00.13 Plan and conduct simple investigations.

I can plan and conduct simple investigations.

S.IP.00.14 Manipulate simple tools (for example: hand lens, pencils, balances, non-standard objects for measurement) that aid observation and data collection.	I can manipulate simple tools (for example: hand lens, pencils, balances, non-standard objects for measurement) that aid observation and data collection.
S.IP.00.15 Make accurate measurements with appropriate (non-standard) units for the measurement tool.	I can make accurate measurements with appropriate (non-standard) units for the measurement tool.
S.IP.00.16 Construct simple charts from data and observations.	I can construct simple charts from data and observations.
<i>Inquiry Analysis and Communication (S.IA.E.1) Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.</i>	
S.IA.00.12 Share ideas about science through purposeful conversation.	I can share ideas about science through purposeful conversation.
S.IA.00.13 Communicate and present findings of observations.	I can communicate and present findings of observations.
S.IA.00.14 Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video).	I can develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video).
<i>Reflection and Social Implications (S.RS.E.1) Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision making and the application of science throughout history and within society.</i>	
S.RS.00.11 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.	I can demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.
S.RS.00.13 Recognize that when a science investigation is done the way it was done before, similar results are expected.	I can recognize that when a science investigation is done the way it was done before, similar results are expected.
S.RS.00.15 Use evidence when communicating scientific ideas.	I can use evidence when communicating scientific ideas.
S.RS.00.16 Identify technology used in everyday life.	I can identify technology used in everyday life.