



Recommended P2 / Grade 2 Curriculum Framework

<b>Content: SCIENCE—P2 / Grade 2</b>						
<b>Topic: Scientific Inquiry</b> (Inquiry skills are assessed in the context of physical, earth/space, and life sciences content.)						
<b>Content</b> (What do your students need to KNOW?)	<b>Demonstrators</b> (What do your students need to be able to DO?)	<b>Assessment</b> (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	<b>Activities</b> (HOW will you teach it?)	<b>Resources</b> (What MATERIALS will you need?)	<b>Differentiation</b> (How will you reach the DIVERSITY of learners?)	<b>Literacy Connection</b> (How will you use READING and WRITING with this material?)
<p><b>Scientific Ways of Thinking and Working</b> Students will</p> <ul style="list-style-type: none"> <li>ask simple scientific questions that can be investigated through observations combined with scientific information.</li> <li>use simple equipment (e.g., plant lights, magnifiers, magnets), tools (e.g., rulers, thermometers), skills (e.g., describing, classifying, predicting), technology (e.g., electronic media, calculators, World Wide Web), and mathematics in scientific investigations.</li> <li>use evidence (e.g., descriptions, observations, data) from simple scientific investigations and scientific knowledge to develop reasonable explanations.</li> <li>conduct different kinds of simple scientific investigations.</li> <li>communicate (e.g., draw, graph, write) procedures,</li> </ul>	<p><b>The Nature of Science: Experimental Design</b> <b>AE 2.1</b> Students understand scientific ways of thinking and working and use those methods to solve real-life problems.</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>Conduct and report an investigation or experiment.</li> <li>Infer and formulate explanations or predict an outcome based on data.</li> <li>Record and represent data in an organized form (e.g., tabular, graphic formats).</li> <li>Collect data by using a variety of observation techniques and measurement tools.</li> <li>Classify and order objects by one or more identifiable properties.</li> <li>Observe and communicate properties of objects or organisms using all senses.</li> </ul>					

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<p>observations and results of scientific investigations.</p> <ul style="list-style-type: none"> <li>• review and ask questions about scientific investigations and explanations of other students.</li> </ul>	<p style="text-align: center;"><b>Science Process Skills Continuum</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• <b>Predict</b> by making a forecast about what will happen in the future. Predictions should be based on prior knowledge gained through experiences and collected data.</li> <li>• <b>Infer</b> by using past experiences to draw conclusions and make explanations about events not directly observed.</li> <li>• <b>Organize data</b> by recording collected data in a chart, diagram, graph, map, report, or table to share it with others or to use it to answer questions.</li> <li>• <b>Collect data</b> by systematically making accurate and clear observations and measurements.</li> <li>• <b>Measure</b> by accurately comparing something to standard or nonstandard units. The basic units for measuring are length, mass,</li> </ul>					

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	<p>and time. Sometimes estimation may be used, too.</p> <ul style="list-style-type: none"><li>• <b>Order</b> by organizing objects or events based on a chosen characteristic or sequence.</li><li>• <b>Classify</b> by using observations to group objects or events according to similarities and differences.</li><li>• <b>Communicate</b> by giving or receiving information so that someone else can interpret it accurately. Examples include: oral or written communication, charts, diagrams, drawings, graphs, maps, photographs, pictures, reports, symbols, or tables.</li><li>• <b>Observe</b> by using one or more senses (seeing, hearing, smelling, tasting, or touching) to find out about objects, events, or living things.</li></ul>					