

Cobb County School District 2019-2020

2nd Grade Science Teaching and Learning Framework					
Quarter 1	Quarter 2		Quarter 3		Quarter 4
Unit 1 9 weeks	Unit 2 4 weeks	Unit 3 5 weeks	Unit 4 4 weeks	Unit 5 5 weeks	Unit 6 9 weeks
Properties of Matter/Intro to Pushes and Pull	Pushes and Pulls	Stars	Seasons, Shadows, and the Moon	Environmental Changes	Life Cycles
<p>S2P1. Obtain, evaluate & communicate information about the properties of matter & changes that occur in objects.</p> <p>a. Describe & classify different objects according to their physical properties.</p> <p>b. Explain how structures made from small pieces can be disassembled & then rearranged to make new/different structures</p> <p>c. Observe & construct an explanation that some changes in matter caused by heating & cooling can be reversed & some changes are irreversible.</p> <p>S2P2. Obtain, evaluate & communicate information to explain the effect of a force (a push or pull) in the movement of an object.</p>	<p>S2P2. Obtain, evaluate & communicate information to explain the effect of a force (a push or pull) in the movement of an object.</p> <p>a. Plan & carry out an investigation to demonstrate how pushing & pulling on an object affects the motion of the object.</p> <p>b. Design a device to change the speed or direction of an object.</p> <p>c. Record & analyze data to decide if a design solution works as intended to change the speed or direction of an object with a force.</p>	<p>S2E1. Obtain, evaluate & communicate information about stars having different sizes & brightness</p> <p>a. Ask questions to describe the physical attributes (size and brightness) of stars.</p> <p>b. Construct an argument to support the claim that, although the sun appears to be the brightest and largest star, it is actually medium in size and brightness.</p>	<p>S2E2. Obtain, evaluate & communicate information regarding the sun and moon and the sun’s effect on Earth.</p> <p>a. Carry out an investigation to determine the effect of the position of the sun in relation to a fixed object on Earth at various times of the day.</p> <p>b. Design/build a structure to demonstrate shadows changing throughout the day.</p> <p>c. Represent data in tables/graphs of length of day & night in seasons changing.</p> <p>d. Describe, illustrate & predict how appearance of the moon changes over time in a pattern.</p>	<p>S2E3. Obtain, evaluate, and communicate information about how weather, plants, animals, and humans cause changes to the environment.</p> <p><i>(Clarification statement: Changes should be easily observable and could be seen on school grounds or at home.)</i></p> <p>a. Ask questions to obtain information about major changes to the environment in your community.</p> <p>b. Construct an explanation of the causes and effects of a change to the environment in your community.</p>	<p>S2L1. Obtain, evaluate & communicate information about life cycles of different living organisms</p> <p>a. Ask questions to determine the sequence of the life cycle of common animals in your area: a mammal such as a cat, dog or classroom pet, a bird such as a chicken, an amphibian such as a frog, and an insect such as a butterfly.</p> <p>b. Plan and carry out an investigation of the life cycle of a plant by growing a plant from a seed and by recording changes over a period of time.</p> <p>c. Construct an explanation of an animal’s role in dispersing seeds or in the pollination of plants.</p> <p>d. Develop models to illustrate the unique and diverse life cycles of other organisms.</p>