

**Gwinnett County Public Schools Science Grade 2 – Instructional Calendar 2022- 2023**

1 <sup>st</sup> Nine Weeks	2nd Nine Weeks		3 <sup>rd</sup> Nine Weeks		4th Nine Weeks
Matter 9 weeks	Force and Motion 5 weeks	Systems on Earth 4 weeks	Earth , Sun & Moon 4.5 weeks	Stars 4.5 weeks	Life Cycles 6 weeks
<p>1. obtain, evaluate, and communicate information about the properties of matter and changes that occur in objects (GSE S2P1)</p> <p>1a. ask questions to describe and classify different objects according to their physical properties (GSE S2P1a) (Clarification statement: Examples of physical properties could include color, mass, length.)</p> <p>1b. analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose (Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.)</p> <p>1c. construct an explanation for how structures made from small pieces (e.g., linking cubes, building blocks) can be disassembled and then rearranged to make new and different structures (GSE S2P1b)</p> <p>1d. construct an explanation from observations that some changes in matter caused by heating or cooling can be reversed and some changes are irreversible (GSE S2P1c) (Clarification statement: Changes in matter could include heating or freezing water, baking a cake, boiling an egg.)</p>	<p>2. obtain, evaluate, and communicate information to demonstrate changes in speed and direction using a force (a push or a pull) (GSE S2P2)</p> <p>2a. plan and carry out an investigation to demonstrate how pushing and pulling on an object affects the motion of the object (GSE S2P2a)</p> <p>2b. develop a simple sketch, drawing or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem</p> <p>2c. collaboratively design a device to change the speed or direction of an object (GSE S2P2b)</p> <p>2d. analyze data from multiple tests to determine the strengths and weaknesses of a device intended to change the speed or direction of an object with force (i.e., push or pull) (GSE S2P2c)</p>	<p>5. obtain, evaluate, and communicate information about the systems on Earth</p> <p>5a. ask questions and obtain information about major changes to the environment in your community involving weather, humans, plants, and animals</p> <p>5b. use information from several sources to construct an argument from evidence that Earth events can occur quickly or slowly</p> <p>5c. collaboratively design a solution to slow and prevent wind or water from changing the shape of the land</p> <p>5d. develop a model to represent the shapes and kinds of land and bodies of water in an area</p> <p>5e. ask questions to identify where water is found on Earth and if the water is solid or liquid</p>	<p>4. obtain, evaluate, and communicate information to develop an understanding of the patterns of the sun and the moon and the Sun's effect on Earth (GSE S2E2)</p> <p>4a. plan and 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 (GSE S2E2a)</p> <p>4b. design and build a structure that demonstrates how shadows change throughout the day (GSE S2E2b)</p> <p>4c. represent data in tables and/or graphs of the length of the day and night to recognize the change in seasons (GSE S2E2c)</p> <p>4d. use data from personal observations to describe, illustrate, and predict how the appearance of the moon changes over time in a pattern (GSE S2E2d)</p> <p><i>(Clarification statement: Students are not required to know the names of the phases of the moon or understand the tilt of the Earth.)</i></p>	<p>3. obtain, evaluate, and communicate information about stars having different sizes and brightness (GSE S2E1)</p> <p>3a. ask questions to describe the physical attributes (i.e., size and brightness) of stars (GSE S2E1a)</p> <p>3b. 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 (GSE S2E1b)</p>	<p>6. obtain, evaluate, and communicate information about the life cycles of different living organisms (GSES2L1)</p> <p>6a. ask questions to determine the sequence of the life cycle of common animals in your area: a mammal such as a cat, dog or other pet, a bird such as a chicken, an amphibian such as a frog, and an insect such as a butterfly (GSES2L1a)</p> <p>6b. 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 (GSES2L1b)</p> <p>6c. collaboratively develop a simple model that depicts an animal's role in dispersing seeds or in the pollination of plants (GSES2L1c)</p> <p>6d. collaboratively develop models to illustrate the unique and diverse life cycles of organisms other than humans (GSES2L1d)</p>