Georgia Science

Grade 2

Adopted 2016

Earth and Space Science

S2E1. Obtain, evaluate, and communicate information about stars having different sizes and brightness. S2E1

a. Ask questions to describe the physical attributes (size and brightness) of stars. S2E1.A

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. S2E1.B

S2E2. 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. S2E2

a. 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. S2E2.A

b. Design and build a structure that demonstrates how shadows change throughout the day. S2E2.B

c. Represent data in tables and/or graphs of the length of the day and night to recognize the change in seasons. S2E2.C

d. Use data from personal observations to describe, illustrate, and predict how the appearance of the moon changes over time in a pattern. S2E2.D

S2E3. Obtain, evaluate, and communicate information about how weather, plants, animals, and humans cause changes to the environment. S2E3

a. Ask questions to obtain information about major changes to the environment in your community. S2E3.A

b. Construct an explanation of the causes and effects of a change to the environment in your community. S2E3.B

Physical Science

S2P1. Obtain, evaluate, and communicate information about the properties of matter and changes that occur in objects. S2P1

a. Ask questions to describe and classify different objects according to their physical properties. S2P1.A

b. Construct an explanation for how structures made from small pieces (linking cubes, building blocks) can be disassembled and then rearranged to make new and different structures. S2P1.B

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c. Provide evidence from observations to construct an explanation that some changes in matter caused by heating or cooling can be reversed and some changes are irreversible. S2P1.C

S2P2. Obtain, evaluate, and communicate information to explain the effect of a force (a push or a pull) in the movement of an object (changes in speed and direction). S2P2

a. Plan and carry out an investigation to demonstrate how pushing and pulling on an object affects the motion of the object. S2P2.A

b. Design a device to change the speed or direction of an object. S2P2.B

c. Record and analyze data to decide if a design solution works as intended to change the speed or direction of an object with a force (a push or a pull). S2P2.C

Life Science

S2L1. Obtain, evaluate, and communicate information about the life cycles of different living organisms. S2L1

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. S2L1.A

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. S2L1.B

c. Construct an explanation of an animal's role in dispersing seeds or in the pollination of plants. S2L1.C

d. Develop models to illustrate the unique and diverse life cycles of organisms other than humans. S2L1.D