# Science/S.S. – Second Grade 2024-25
# First Quarter

| SCIENCE | SOCIAL STUDIES |
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| **Week 1, Aug 5-9** | **Government/Civics**<br>**2.21** Recognize that the U.S. has a constitution, which is the basis for our nation's laws. |
| **Week 2, Aug 12-16** | **2.21 Continued**<br>**2.22** Recognize that Tennessee has a constitution, which is the basis for our state's laws. |
| **Week 3, Aug 19-23** | **2.24** Recognize that our nation makes laws and that there are consequences for breaking them.<br>**2.25** Identify the rights and responsibilities of citizens of the U.S. |
| **Week 4, Aug 26-30**<br>**Timing of Earth's Natural Processes**<br>**2.ESS1.1** Recognize that some of Earth's natural processes are cyclical, while others have a beginning and an end. Some events happen quickly, while others occur slowly over time. | |
| **Week 5, Sept 3-6 (4-day week)**<br>**Water on Earth**<br>**2.ESS2.4** Use information obtained from reliable sources to explain that water is found in the ocean, rivers, streams, lakes, and ponds; and may be solid or liquid. | |
| **Week 6, Sept 9-13**<br><br>***The following science standard should be taught with the Social Studies lessons on maps:***<br>**2.ESS2.3** Compare simple maps of different land areas to observe the shapes and kinds of land (rock, soil, sand) and water (river, stream, lake, pond). | **Maps/Geography**<br>**2.11** Compare how maps and globes depict geographical information in different ways.<br>**2.12** Identify and locate the four hemispheres (i.e., Northern, Southern, Eastern, and Western), equator, prime meridian, North and South Poles, and the seven continents.<br>**2.13** Recognize that the U.S. is part of the North American continent, and identify the U.S land/water borders including: Canada, Mexico, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico. |

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| **Week 7, Sept 16-20** | **2.14** Recognize the difference between physical and political maps.<br>**2.15** Use legends and cardinal directions to determine locations on physical and political maps.<br>**2.16** Compare physical features of the earth, including: *island, lake, mountain, ocean, peninsula, plain, plateau, river, valley*<br>**2.17** Compare and contrast regions of the U.S. (i.e., Southeast, Northeast, Great Plains, Southwest, Rocky Mountain, and Pacific Northwest) in terms of climate, physical features, and population. |
| **Week 8, Sept 23-27**<br>**Solutions to Slow/Prevent Wind or Water from Changing Land**<br>**2.ESS2.1** Compare the effectiveness of multiple solutions designed to slow or prevent wind or water from changing the shape of the land.<br>**2.ETS1.4** Compare and contrast solutions to a design problem by using evidence to point out strengths and weaknesses of the design. | |
| **Week 9, Sept 30-Oct 4**<br>**2.ESS2.2** Observe and analyze how blowing wind and flowing water can move Earth materials (soil, rocks) from one place to another, changing the shape of a landform and affecting the habitats of living things. | |

# Science/S.S. – Second Grade 2024-25
# Second Quarter

| SCIENCE | SOCIAL STUDIES |
|---|---|
| **Week 1, Oct 14-18**<br>**Push/Pull**<br>**2.PS2.1** Analyze the push or the pull that occurs when objects collide or are connected.<br>**2.PS2.2** Evaluate the effects of different strengths and directions of a push or a pull on the motion of an object. | |
| **Week 2, Oct 21-25**<br>**2.PS2.2 (continued)** | |
| **Week 3, Oct 28-Nov 1**<br>**2.PS2.3** Recognize the effect of multiple pushes and pulls on an object's movement or non-movement. | |
| **Week 4, Nov 4-8 (4-day week)**<br>**2.PS3.1** Demonstrate how a stronger push or pull makes things go faster and how faster speeds during a collision can cause a bigger change in the shape of the colliding objects. | |
| **Week 5, Nov 11-15**<br>**Friction**<br>**2.PS3.2** Make observations and conduct experiments to provide evidence that friction produces heat and reduces or increases the motion of an object. | |
| **Week 6, Nov 18-22**<br>**2.PS3.2 (continued)** | |
| **Week 7, Nov 25-26 (2-day week)** | **Culture/Geography**<br>**2.01** Identify various cultural groups within the U.S. and the students' community.<br>**2.02** Compare and contrast the beliefs, customs, ceremonies, and traditions of the various cultures represented in the U.S. |

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| **Week 8, Dec 2-6** | **2.03** Distinguish how people from various cultures in the community and nation share principles, goals, and traditions. |
| **Week 9, Dec 9-13** | **2.18** Analyze how the location of regions affects the way people live, including their: food, clothing, shelter, transportation, and recreation. |
| **Week 10, Dec 16-20 (4.5-day week)** | **2.18 (continued)** |

# Science/S.S. – Second Grade 2024-25
# Third Quarter

| SCIENCE | SOCIAL STUDIES |
|---|---|
| **Week 1, Jan 7-10 (4-day week)** | **Economics**<br>**2.04** Examine different types of producers and consumers in the U.S. |
| **Week 2, Jan 13-17** | **2.05** Recognize major U.S. industries and their products, including: agriculture, manufacturing, tourism, transportation, etc.<br>**2.06** Analyze how supply and demand influence production.<br>**2.07** Differentiate between imports and exports.<br>**2.08** Evaluate how imports and exports help to meet the needs of people in the U.S. |
| **Week 3, Jan 21-24 (4-day week)** | **2.09** Explain why and how producers advertise to sell a product or service.<br>**2.10** Describe the purpose of a budget. |
| **Week 4, Jan 27-31**<br>**Sound**<br>**2.PS4.1** Plan and conduct investigations to demonstrate the cause and effect relationship between vibrating materials (tuning forks, water, bells) and sound.<br>**2.ETS2.1** Use appropriate tools to make observations, record data, and refine design ideas.<br><br>**2.PS4.1, 2.ETS2.1 (continued)** | |
| **Week 5, Feb 3-7**<br>**Light and Sound Waves**<br>**2.PS4.2** Use tools and materials to design and build a device to understand that light and sound travel in waves and can send signals over a distance.<br>**2.ETS2.1** Use appropriate tools to make observations, record data, and refine design ideas.<br>**2.ETS2.2** Predict and explain how human life and the natural world would be different without current technologies. | |

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| **Week 6, Feb 10-14**<br>**2.PS4.2, 2.ETS2.1, 2.ETS2.2 (continued)** | **History: Periods of Time**<br>***The following standards are taught in Math***<br>***2.30*** *Describe periods of time in terms of: days, weeks, months, years, decades, centuries*<br>***2.31*** *Analyze and interpret events placed chronologically on a timeline.* |
| **Week 7, Feb 18-21 (4-day week)**<br>**Wave Movement**<br>**2.PS4.3** Observe and demonstrate that waves move in regular patterns of motion by disturbing the surface of shallow and deep water.<br>**2.ETS2.1** Use appropriate tools to make observations, record data, and refine design ideas. | |
| **Week 8, Feb 24-28**<br>**2.PS4.3, 2.ETS2.1 (continued)** | |
| **Week 9, Mar 3-7** | **Principles of Democracy**<br>**2.26** Understand that there are laws written to protect citizens' right to vote.<br>**2.27** Compare the ways one becomes a citizen (i.e., by birth or naturalization).<br>**2.28** Describe the fundamental principles of American democracy, including: equality, fair treatment for all, and respect for the property of others. |

# Science/S.S. – Second Grade 2024-25
# Fourth Quarter

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| **Week 1, Mar 10-14** | **2.26, 2.27, 2.28 (Continued)** |
| **Week 2, Mar 24-28**<br>**Life Cycles**<br>**2.LS1.3** Use simple graphical representations to show that species have unique and diverse life cycles. | |
| **Week 3, Mar 31-Apr 3 (4-day week)**<br>**Animal Body Parts**<br>**2.LS1.1** Use evidence and observations to explain that many animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air. | |
| **Week 4, Apr 7-11**<br>**Animal Classification**<br>**2.LS1.2** Obtain and communicate information to classify animals (vertebrates-mammals, birds, amphibians, reptiles, fish, invertebrates-insects) based on their physical characteristics. | |
| **Week 5, Apr 14-17 (4-day week)**<br>**Inherited Physical Traits**<br>**2.LS3.1** Use evidence to explain that living things have physical traits inherited from parents and that variations of these traits exist in groups of similar organisms. | |
| **Week 6, Apr 21-25**<br>**Earth Day April 22**<br><br>**Animals Using their Environment to Meet their Needs**<br>**2.LS2.1** Develop and use models to compare how animals depend on their surroundings and other living things to meet their needs in the places they live. | |

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| **Week 7, Apr 28-May 2**<br>**Effects of Environmental Changes on Animals**<br>**2.LS2.2** Predict what happens to animals when the environment changes (temperature, cutting down trees, wildfires, pollution, salinity, drought, land preservation). | |
| **Week 8, May 5-9** | **History**<br>**2.29** Examine the significant contributions made by people of the U.S., including: Neil Armstrong, David Crockett, Benjamin Franklin, Martin Luther King, Jr., Rosa Parks, Jackie Robinson, Wilma Rudolph, Sequoyah, George Washington<br>**2.32** Contrast primary and secondary sources. |
| **Week 9, May 12-16** | **Government & Civics**<br>**2.32 (continued)**<br>**2.19** Recall the origins, meaning, and lyrics of the "Star Spangled Banner".<br>**2.20** Identify and examine the significance of well-known national symbols and landmarks, including: Mt. Rushmore, the White House, Statue of Liberty, and bald eagle.<br><br>**Three Branches of Government**<br>**2.23** Describe the three branches of U.S. government and the basic role of each. |
| **Week 10, May 19-23 (4.5-day week)**<br><br>**STEM Activities**<br>**2.ETS1.1** Define a simple problem that can be solved through the development of a new or improved object or tool by asking questions, making observations, and gathering accurate information about a situation people want to change.<br>**2.ETS1.2** Develop a simple sketch, drawing, or physical model that communicates solutions to others.<br>**2.ETS1.3** Recognize that to solve a problem, one may need to break the problem into parts, address each part, and then bring the parts back together | |