

# SCIENCE GRADE 2 Unit 5 Changes to the Earth's Land 2017

Content Area: **Science**  
Course(s): **Generic Course**  
Time Period: **Marking Period 1**  
Length: **April May June**  
Status: **Published**

## Established Goals/Standards

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Please choose the appropriate Goals/Standards from the Standards tab above.

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| SCI.2.2-ESS1-1.    | Use information from several sources to provide evidence that Earth events can occur quickly or slowly.   |
| SCI.2.2-ESS2-1     | Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.   |
| SCI.K-2.K-2-ETS1-1 | Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. |
| SCI.K-2.K-2-ETS1-2 | 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.  |
| SCI.2-PS1-4        | Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.   |
| SCI.K-2-ETS1-1     | Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. |
| CAEP.9.2.4.A.1     | Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.  |
| CAEP.9.2.4.A.2     | Identify various life roles and civic and work - related activities in the school, home, and community.   |
| CAEP.9.2.4.A.3     | Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.  |

## Essential Questions

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Please add your Essential Questions by clicking on the Lists tab above.

- In what ways do humans slow or prevent wind or water from changing the shape of the land?
- What evidence can we find to prove that Earth events can occur quickly or slowly?

## Enduring Understanding

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Please add your Enduring Understandings by clicking on the Lists tab above.

- Students demonstrate grade-appropriate proficiency in asking questions and defining problems, developing and using models, and constructing explanations and designing solutions.
- The crosscutting concepts of stability and change; structure and function; and the influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas
- In what ways do humans slow or prevent wind or water from changing the shape of the land?
- Wind and water can change the shape of land to compare design solutions to slow or prevent such change.

## **Content**

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Students will be able to:

- Some events happen very quickly; others occur very slowly over a time period much longer than one can observe.
- Things may change slowly or rapidly.
- Things may change slowly or rapidly.
- Developing and using technology has impacts on the natural world.
- Scientists study the natural and material world.
- The shape and stability of structures of natural and designed objects are related to their function(s).
- Wind and water can change the shape of the land.
- Because there is always more than one possible solution to a problem, it is useful to compare and test designs.
- A situation that people want to change or create can be approached as a problem to be solved through engineering.
- Asking questions, making observations, and gathering information are helpful in thinking about problems.
- Before beginning to design a solution, it is important to clearly understand the problem.
- Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.

## **Resources**

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ActivWall

Science textbook

Student workbook

Activity cards

Nonfiction leveled readers

Nonfiction trade books

[unitedstreaming.com](http://unitedstreaming.com)

