

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

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

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-ETS1-2	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.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.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

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

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

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

ActivWall

Science textbook

Student workbook

Activity cards

Nonfiction leveled readers

Nonfiction trade books

unitedstreaming.com

