

# Unit 2 Water and Climate

Content Area: **Science**  
Course(s):  
Time Period: **Trimester 2**  
Length: **10-12 weeks**  
Status: **Published**

## Summary

---

**Introduction:** In this unit of study, students will engage in ideas about water and weather in diverse climates and the effects on climate change. Students will learn how water is involved in weather and the different weather conditions around the world and throughout the year. They will make real world connections as they learn how humans use water as a natural resource. Students will also explore the different properties of water, interaction between water and other earth materials, and the water cycle. Students will make observations about weather and collect data. They will use various tools to measure water in its different forms. Students will apply their understanding of weather-related hazards, in order to make a claim about the merit of a design solution that reduces the impacts of such hazards. The crosscutting concepts of patterns, cause and effect, 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. This unit will be taught utilizing Earth Science Water and Climate FOSS kit.

## Revised Date: July 2021

SCI.3-5-ETS1	Engineering Design
SCI.3-5-ETS1-1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
LA.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
LA.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
SCI.3-5.ETS1.B	Developing Possible Solutions
LA.RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LA.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
LA.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
SCI.3-ESS2	Earth's Systems
SCI.3-ESS2-1	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.  Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.
SCI.3.ESS2.D	Weather and Climate

SCI.3-ESS2-2	Obtain and combine information to describe climates in different regions of the world.
SCI.3.ESS2.D	Weather and Climate
SCI.3-ESS3	Earth and Human Activity
SCI.3-ESS3-1	Make a claim about the merit of a design solution that reduces the impacts of climate change and/or a weather-related hazard.
SCI.3.ESS3.B	Natural Hazards
	A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.
CS.3-5.8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
CS.3-5.8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.
CS.3-5.8.1.5.DA.4	Organize and present climate change data visually to highlight relationships or support a claim.
CS.3-5.8.1.5.DA.5	Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
CS.3-5.8.2.5.ED.1	Explain the functions of a system and its subsystems.
CS.3-5.8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
CS.3-5.8.2.5.ED.4	Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints).
CS.3-5.8.2.5.ED.5	Describe how specifications and limitations impact the engineering design process.
CS.3-5.8.2.5.ED.6	Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process.
CS.3-5.8.2.5.ETW.1	Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.
CS.3-5.8.2.5.ETW.3	Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
CS.3-5.8.2.5.ETW.5	Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.8	Identify risks that individuals and households face.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.

## **Essential Questions/ Enduring Understanding**

---

### **Essential Questions:**

- What is weather?
- How is water involved in weather?
- How does temperature affect water and weather?
- How can we predict weather patterns throughout the year?
- How are people affected by climates and climate changes around the world?
- How do natural disasters happen and how can people protect themselves from these dangers?

### **Enduring Understandings:**

- Water is one of the most important substances on earth. It makes up the majority of earth's surface.
- Climate is the typical weather that can be expected to occur in a region based on long term observations. Weather is the condition of the atmosphere now.
- Scientists observe and record patterns of weather across different regions to make predictions about future weather.
- Weather-related natural hazards such as tornadoes, hailstorms, blizzards, lightning, floods, and drought can occur. Although humans cannot prevent or eliminate these natural hazards, they can take steps to reduce the impact.
- Students will also understand human impacts on climate change and how to reduce those impacts.

## **Objectives**

---

Students will know...

- How water interacts with different surfaces
- Temperature affects water and weather
- How condensation and evaporation are part of the water cycle
- The typical weather conditions in our region and how they change throughout the year
- Patterns can be used to predict change
- Design solutions can reduce the impacts of weather related hazards and climate change
- Rainwater drains differently through different earth materials

Students will be skilled at...

- Asking questions and defining problems
- Developing and using models

- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations and designing solutions
- Engaging in argument from evidence
- Obtaining, evaluating and communicating information

## **Learning Plan**

---

- Preview the essential questions and connect learning throughout the unit
- Gain students understanding and prior knowledge of water and climate
- Read literature about water and climate
- Explore how water interacts with other materials
- Compare the way water interacts with different surfaces
- Compare the rate of water flow on different slopes using different amounts of water
- Explore how temperature affects the state and density of water
- Use tools to observe and measure temperature
- Compare the density of water when it is heated and cooled
- Observe and collect local weather data, compare it to weather forecast data and historical weather data
- Explore the effects of climate change
- Explore the transformation of water between a liquid and gas known as condensation and evaporation
- Discuss how condensation and evaporation are a part of the water cycle
- Discuss the difference between weather (current conditions) and climate (typical weather in a specific region)
- Notice patterns to analyze and interpret weather data, and use this data to determine cause-and-effect relationships
- Explore how water drains through soil
- Compare what happens when water is drained through soil and gravel
- Discuss renewable natural resources and ways to conserve them
- Watch videos of water and climate, allow students to make connections
- Maintain observational journals with student note taking and drawings of investigations
- Incorporate literature about water and climate, make connections to everyday life and the environment

## **Assessment**

---

Science is designed to promote skill attainment. Student progression and pace through which they proceed

through the performance tasks is based on their affinity for and ability to reach skill attainment. The teacher will determine formative and summative skill attainment; alternative assessments will be incorporated for each student based on their strengths and challenges.

**Formative:** Teacher observation, student responses during lessons

**Summative:** FOSS investigation checklist, science notebook (response to focus questions)

**Benchmark:** I-Check Assessments, science notebook

**Alternative:** Oral presentation, student produces projects

Investigation 1.1 FQ: What happens when water falls on different surfaces?

Investigation 1.2 FQ: How does water move on a slope?

Investigation 1.3 FQ: How much water can a dry sponge soak up? (optional)

Investigation 1.4 FQ: What is the effect of rain on natural materials?

Investigation 2.1 FQ: How can you measure temperature accurately?

Investigation 2.2 FQ: What is the effect on water when it gets hot? cold? (optional)

Investigation 2.3 FQ: What happens when hot or cold water is put into room temperature water? (optional)

Investigation 2.4 FQ: How does water change when it gets really cold?

Investigation 3.1 FQ: What does the weather forecast tell us?

Investigation 3.2 FQ: What happens to wet paper towels overnight?

Investigation 3.3 FQ: How does surface area affect evaporation? (optional)

Investigation 3.4 FQ: What else affects how fast water evaporates? (optional)

Investigation 3.5 FQ: What causes moisture to form on the side of a cup? (optional)

Investigation 4.1 FQ: What are typical weather conditions in our region?

Investigation 4.2 FQ: How do we describe different climates?

Investigation 4.3 FQ: How do people deal with natural hazards such as floods?

Investigation 5.1 FQ: What happens when water is mixed with other earth materials?

Investigation 5.2 FQ: Do soils in the schoolyard drain water at the same rate?

Investigation 5.3 FQ: What is needed to make a waterwheel system function well?

## **Materials**

---

[Core Book List](#)

FOSS Kit: Water and Climate

Brainpop

Discovery Education

Scholastic News

Science notebook for assessment and journaling

### **Gizmos:**

- Observing Weather
- Phase Changes
- Density
- Comparing Climates

## **Integrated Accommodation and Modifications**

---

<https://docs.google.com/spreadsheets/d/1wsfz0Pa-IpCYTjT7VkZ->

[WPaRs7EN8e8qwhobYr1KB0/edit#gid=1426178898](https://www.wpaars.com/EN8e8qwhobYr1KB0/edit#gid=1426178898)