

# **Cedar Grove School District**

## **Cedar Grove, NJ**

# **2019 | Grade 2**

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# **Science**

*Revisions Approved by the Cedar Grove Board of Education  
October 2019*

Superintendent of Schools  
Mr. Michael J. Fetherman

Board of Education  
Mrs. Christine Dye, President  
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## Science – Grade 2

The Grade 2 science program supports the philosophy of the *New Jersey Student Learning Standards for Science*. Our students will develop an understanding of the disciplinary core ideas relative to physical sciences, life sciences, earth and space sciences, and life science through experiential learning and engineering and technology, and through exposure to rich non-fiction text.

**This curriculum was written in accordance to the  
NEW JERSEY STUDENT LEARNING STANDARDS  
for SCIENCE.**

These standards can be viewed at <https://www.nj.gov/education/aps/cccs/science/>

with additional curricular connections to the

**NEW JERSEY STUDENT LEARNING STANDARDS  
for MATHEMATICS, LANGUAGE ARTS, and  
21<sup>st</sup> CENTURY LIFE AND CAREERS**

These standards can be viewed at <https://www.nj.gov/education/cccs/>

<b>Grade 2 - Science</b>	
<b>Unit 1: Properties of Matter</b>	<b>Instructional Time: 4 Weeks</b>
<i>Inspire Science Correlation: "Properties of Matter"</i>	
<b>Lessons 1-3</b>	
<b>How do the properties of materials determine their use?</b>	
In this unit of study, students demonstrate an understanding of observable properties of materials through analysis and classification of different materials. 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. Students demonstrate grade-appropriate proficiency in planning and carrying out investigations and analyzing and interpreting data. Students are also expected to use these practices to demonstrate understanding of the core ideas.	
<b>Student Learning Objectives</b>	
<b>New Jersey Student Learning Standards for Science/ NGSS</b>	
<b>2-PS1-1</b>	Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties
<b>2-PS1-2</b>	Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose
<b>K-2-ETS1-3</b>	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.
<b>Career Ready Practices</b>	
CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.	
<b>Unit Sequence</b>	
<b>Part A:</b> <i>How can we sort objects into groups that have similar patterns?</i> <i>Can some materials be a solid or a liquid?</i>	
<b>Concepts</b>	<b>Formative Assessments</b>
<ul style="list-style-type: none"> <li>Patterns in the natural and human-designed world can be observed.</li> <li>Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature.</li> <li>Matter can be described and classified by its observable properties.</li> </ul>	<i>Students who understand the concepts can:</i> <ul style="list-style-type: none"> <li>Observe patterns in the natural and human-designed world.</li> <li>Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.</li> <li>Plan and conduct an investigation to describe and classify different kinds of material by their observable properties. <ul style="list-style-type: none"> <li>✓ Observations could include color, texture, hardness, and flexibility.</li> <li>✓ Patterns could include the similar properties that different materials share.</li> </ul> </li> </ul>
<b>Unit Sequence</b>	
<b>Part B:</b> <i>What should the three little pigs have used to build their houses?</i>	
<b>Concepts</b>	<b>Formative Assessments</b>
<ul style="list-style-type: none"> <li>Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural</li> </ul>	<i>Students who understand the concepts can:</i> <ul style="list-style-type: none"> <li>Design simple tests to gather evidence to support or refute student ideas about causes.</li> </ul>

<p>world.</p> <ul style="list-style-type: none"> <li>• Simple tests can be designed to gather evidence to support or refute student ideas about causes.</li> <li>• Different properties are suited to different purposes.</li> <li>• Because there is always more than one possible solution to a problem, it is useful to compare and test designs.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze data from tests of an object or tool to determine if it works as intended.</li> <li>• Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. (<i>Assessment of quantitative measurements is limited to length.</i>) Examples of properties could include: <ul style="list-style-type: none"> <li>✓ Strength</li> <li>✓ Flexibility</li> <li>✓ Hardness</li> <li>✓ Texture</li> <li>✓ Absorbency</li> </ul> </li> <li>• Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of each.</li> </ul>
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### What It Looks Like in the Classroom

In this unit of study, students look for patterns and cause-and-effect relationships as they describe and classify materials using physical properties. In addition, students collaboratively plan and carry out investigations and analyze and interpret data in order to determine which materials are best suited for an intended purpose.

In the natural world, different types of matter exist, and all matter can be described and classified according to physical properties. To begin this unit's progression of learning, students plan and conduct investigations to describe different kinds of material using observable properties. They will collect data during these investigations; analyze the data to find patterns, such as similar properties that different materials share; and use the data to classify materials. Materials can be classified by color, texture, hardness, flexibility, or state of matter. For example, students can explore hardness of rocks by shaking them in containers to see how easily they break apart. They can explore viscosity by pouring a set amount of various liquids, such as glue, oil, and water from one container to another to observe the relative speed that each flows. Students can also heat or cool a variety of materials, such as butter, chocolate, or pieces of crayon, in order to determine whether or not these materials can be either solid or liquid depending on temperature.

Because every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world, it is important that students understand that different properties are suited to different purposes. After investigating and classifying a variety of materials based on their physical properties, students will engage in the engineering design process. Students can work collaboratively, with adult guidance, to test different materials to determine which have properties that are best suited for an intended purpose. For example, this project could be launched using the children's story, *The Three Little Pigs*. After reading the story, students would:

- ✓ Investigate the physical properties of straw, sticks, and bricks in order to determine what properties make bricks the material best suited for building a house.
- ✓ Work together to brainstorm a list of possible structures that could be built with different materials. For example, students could build bridges or simple roller coasters for marbles.
- ✓ Select one structure from the list and determine the intended purpose of that structure.
- ✓ Select two or three different materials that could be used to build the structure.
- ✓ Investigate the physical properties of the materials, including shape, strength, flexibility, hardness, texture, or absorbency.
- ✓ Collect and analyze data to determine whether or not the given materials have properties that are suited for the intended purpose of the selected structure.
- ✓ In groups, use one of the materials to build the structure. (Teachers should have different groups use different materials.)
- ✓ Test and compare how each structure performs. Because there is always more than one possible solution to a problem, it is useful to compare the strengths and weaknesses of each structure and each material used.

*Integration of engineering*

In this unit, students investigate the physical properties of a variety of materials, and then build a structure with materials that are best suited for the structure’s intended purpose. This process is outlined in greater detail in the previous section.

Performance Expectations		
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Planning and Carrying Out Investigations</b></p> <ul style="list-style-type: none"> <li>Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. <b>(2-PS1-1)</b></li> </ul> <p><b>Analyzing and Interpreting Data</b></p> <ul style="list-style-type: none"> <li>Analyze data from tests of an object or tool to determine if it works as intended. <b>(2-PS1-2)</b></li> </ul> <p><b>Analyzing and Interpreting Data</b></p> <ul style="list-style-type: none"> <li>Analyze data from tests of an object or tool to determine if it works as intended. <b>(K-2-ETS1-3)</b></li> </ul>	<p><b>PS1.A: Structure and Properties of Matter</b></p> <ul style="list-style-type: none"> <li>Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties. <b>(2-PS1-1)</b></li> <li>Different properties are suited to different purposes. <b>(2-PS1-2), (2-PS1-3)</b></li> <li>A great variety of objects can be built up from a small set of pieces. <b>(2-PS1-3)</b></li> </ul> <p><b>ETS1.C: Optimizing the Design Solution</b></p> <ul style="list-style-type: none"> <li>Because there is always more than one possible solution to a problem, it is useful to compare and test designs. <b>(K-2-ETS1-3)</b></li> </ul>	<p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>Patterns in the natural and human designed world can be observed. <b>(2-PS1-1)</b></li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Simple tests can be designed to gather evidence to support or refute student ideas about causes. <b>(2-PS1-2)</b></li> </ul> <p>-----</p> <p><b>Connections to Engineering, Technology, and Applications of Science</b></p> <p><b>Influence of Engineering, Technology, and Science, on Society and the Natural World</b></p> <ul style="list-style-type: none"> <li>Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world. <b>(2-PS1-2)</b></li> </ul>

**Connecting with English Language Arts/Literacy and Mathematics**

**English Language Arts**

The New Jersey Student Learning Standards for Language Arts Literacy can be incorporated in this unit in a number of ways. Students can participate in shared research, using trade books and online resources, to learn about the properties of matter. As students explore different types of materials, they can record their observations in science journals, and then use their notes to generate questions that can be used for formative or summative assessment. Students can add drawings or other visual displays to their work, when appropriate, to help clarify their thinking. To teach students how to describe how reasons support specific points an author makes in a text, teachers can model the comprehension skill of main idea and details using informational text about matter. Technology can be integrated into this unit of study using free software programs (e.g., *Animoto*) that students can use to produce and publish their writing in science.

**Mathematics**

Throughout this unit of study, students have opportunities to model with mathematics and reason abstractly and quantitatively. During investigations, students can collect and organize data using picture graphs and/or bar graphs (with a single-unit scale). This can lead to opportunities to analyze data and solve simple put together, take-apart, and compare problems using information presented in these types of graphs. Some examples of ways to sort and classify materials in order to create graphs include:

- ✓ Classifying materials as solids, liquids, or gases.
- ✓ Classifying materials by color, shape, texture, or hardness.
- ✓ Classifying materials based on what they are made of (e.g., wood, metal, paper, plastic).

- ✓ Classifying materials based on potential uses.

With any graph that students create, they should be expected to analyze the data and answer questions that require them to solve problems.

English Language Arts	Mathematics
<ul style="list-style-type: none"> <li>Describe how reasons support specific points the author makes in a text. (2-PS1-2) <b>RI.2.8</b></li> <li>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (K-2-ETS1-3) <b>W.2.6</b></li> <li>Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-PS1-1),(2-PS1-2) <b>W.2.7</b></li> <li>Recall information from experiences or gather information from provided sources to answer a question. (2-PS1-1),(2-PS1-2),(K-2-ETS1-3) <b>W.2.8</b></li> </ul>	<ul style="list-style-type: none"> <li>Reason abstractly and quantitatively. (2-PS1-2), (K-2-ETS1-3) <b>MP.2</b></li> <li>Model with mathematics. (2-PS1-1),(2-PS1-2, (K-2-ETS1-3)) <b>MP.4</b></li> <li>Use appropriate tools strategically. (2-PS1-2), (K-2-ETS1-3) <b>MP.5</b></li> <li>Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (2-PS1-1),(2-PS1-2), (K-2-ETS1-3) <b>2.MD.D.10</b></li> </ul>

### Differentiation and Accommodations Strategies

#### Special Education Students

[https://docs.google.com/document/d/1xgcmJZiX1yyZPUYae\\_luAwcdWuQM\\_Pz4JK2vO0d27BQ/edit?usp=sharing](https://docs.google.com/document/d/1xgcmJZiX1yyZPUYae_luAwcdWuQM_Pz4JK2vO0d27BQ/edit?usp=sharing)

#### Gifted and Talented Students

<https://docs.google.com/document/d/1rKgSC8LGRdmJXG9MAeBMXqKZISgruuqj7zbXeJXUJOQ/edit?usp=sharing>

#### ESL-ELL Students

<https://docs.google.com/document/d/1HDnAEyeCoZt3MHoHPpDVjflleUjeptsb4JITe8egvhA/edit?usp=sharing>

#### At-Risk Students

[https://docs.google.com/document/d/1YdPAzxs2Bkz1xkT3YQ1CRsr5ANEM\\_jwQWPIPx61ILBI/edit?usp=sharing](https://docs.google.com/document/d/1YdPAzxs2Bkz1xkT3YQ1CRsr5ANEM_jwQWPIPx61ILBI/edit?usp=sharing)

#### Students with 504 Plans

<https://docs.google.com/document/d/1aW8cuacIzNTIK2RRsvA47KYnwn5iaZmAzB6dITIs-IM/edit?usp=sharing>

# Grade 2 - Science

## Unit 2: Changes to Matter

Instructional Time: 3 Weeks

*Inspire Science Correlation: "Changes to Matter"*

Lessons 1-3

*How can objects change?  
Are all changes reversible?*

In this unit of study, students continue to develop an understanding of observable properties of materials through analysis and classification of different materials. The crosscutting concepts of *cause and effect* and *energy and matter* are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in *constructing explanations, designing solutions, and engaging in argument from evidence*. Students are also expected to use these practices to demonstrate understanding of the core ideas.

### Student Learning Objectives

#### New Jersey Student Learning Standards for Science/ NGSS

<b>2-PS1-3</b>	Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.
<b>2-PS1-4</b>	Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

### Career Ready Practices

- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.

### Unit Sequence

**Part A:** *In what ways can an object made of a small set of pieces be disassembled and made into a new object?*

Concepts	Formative Assessment
<ul style="list-style-type: none"> <li>• Objects may break into smaller pieces and be put together into larger pieces or change shapes.</li> <li>• Different properties are suited to different purposes.</li> <li>• A great variety of objects can be built up from a small set of pieces.</li> </ul>	<p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none"> <li>• Break objects into smaller pieces and put them together into larger pieces or change shapes.</li> <li>• Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.</li> <li>• Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.</li> </ul>

### Unit Sequence

**Part B:** *Can all changes caused by heating or cooling be reversed?*

Concepts	Formative Assessment
<ul style="list-style-type: none"> <li>• People search for cause-and-effect relationships to explain natural events.</li> <li>• Events have causes that generate observable patterns.</li> <li>• Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not.</li> </ul>	<p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none"> <li>• Observe patterns in events generated due to cause-and-effect relationships.</li> <li>• Construct an argument with evidence to support a claim.</li> <li>• Construct an argument with evidence that some changes caused by heating or cooling can be</li> </ul>

- reversed, and some cannot.
- ✓ Examples of reversible changes could include materials such as water and butter at different temperatures.
  - ✓ Examples of irreversible changes could include
    - Cooking an egg
    - Freezing a plant leaf
    - Heating paper

**What It Looks Like in the Classroom**

In this unit of study, students investigate cause-and-effect relationships between matter and energy as they analyze and classify materials that undergo change. Throughout the unit, students will construct explanations and engage in argument from evidence as they investigate the ways in which matter can change and determine whether or not a change is reversible.

In Unit 2, Properties of Matter, students engaged in the engineering design process in order to understand that different properties are suited to different purposes. Students use this understanding as they construct evidence-based accounts of how an object made of small pieces can be disassembled and made into new objects. In order to do this, they need multiple opportunities to take apart and reassemble objects that are made of small pieces. For example, using blocks, building bricks, and other small objects such as Legos, small groups of students can build an object, and then a second group of students can take the object apart and build another object using those same small blocks or bricks. As students construct and deconstruct objects, then reconstruct the pieces into new objects, they should document the process in their science journals, explaining how they went about reconstructing the pieces into a new object.

After students have worked through and documented this process, ask them, “Are the changes you made to each of the original objects reversible? Can we disassemble the new objects and use the pieces to reconstruct the original object? After class discussion, ask students, “Are all changes reversible?” This should lead to opportunities for students to observe changes caused by heating or cooling. With close supervision and guidance by teachers, students can investigate such changes as heating or cooling butter, chocolate chips, or pieces of crayon, freezing water, and melting ice. They can observe an egg before and after cooking or a small piece of paper or cardboard before and after burning. As they attempt to reverse changes, they will also notice that all events have causes that generate patterns of change that can be observed and predicted. Through these types of experiences, students will recognize that some changes caused by heating or cooling can be reversed and some cannot, and they can use evidence from their investigations to support their thinking.

**Performance Expectations**

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Analyzing and Interpreting Data</b></p> <ul style="list-style-type: none"> <li>• Analyze and interpret data to make sense of phenomena using logical reasoning. (3-LS3-1)</li> </ul> <p><b>Constructing Explanations and Designing Solutions</b></p> <ul style="list-style-type: none"> <li>• Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (2-PS1-3)</li> </ul> <p><b>Engaging in Argument from Evidence</b></p> <ul style="list-style-type: none"> <li>• Construct an argument with evidence to support a claim. (2-PS1-4)</li> </ul>	<p><b>PS1.A: Structure and Properties of Matter</b></p> <ul style="list-style-type: none"> <li>• Different properties are suited to different purposes. (2-PS1-3)</li> <li>• A great variety of objects can be built up from a small set of pieces. (2-PS1-3)</li> </ul> <p><b>PS1.B: Chemical Reactions</b></p> <ul style="list-style-type: none"> <li>• Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not. (2-PS1-4)</li> </ul>	<p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• Events have causes that generate observable patterns. (2-PS1-4)</li> </ul> <p><b>Energy and Matter</b></p> <ul style="list-style-type: none"> <li>• Objects may break into smaller pieces and be put together into larger pieces, or change shapes. (2-PS1-3)</li> </ul> <p>-----</p> <p><b>Connections to Nature of Science</b></p> <p><b>Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena</b></p> <ul style="list-style-type: none"> <li>• Science searches for cause and effect relationships to explain</li> </ul>



**Connecting with English Language Arts/Literacy and Mathematics**

**English Language Arts**

Students need opportunities to read texts that give information about matter and the changes that can happen to matter. With adult support, students can identify the main idea and details in informational text in order to answer questions about matter. With teacher support and modeling, students can ask and answer who, what, where, when, why, and how questions to demonstrate their understanding of key details in informational text.

As students investigate reversible and irreversible changes to matter, they should record observations in science journals, using drawings or other visual displays, when appropriate, to help clarify their thinking. To further support their learning, students can conduct shared research using trade books and online resources in order to learn more about physical changes to matter.

After reading informational texts and conducting investigations, students should be able to write opinion pieces in which they state an opinion, supply evidence to support their opinion, use linking words to connect opinion to evidence (reasons), and provide a concluding statement. For example, students can be presented with an example of matter that has been changed in some way, then asked to write an opinion piece in which they state whether or not they think the change is reversible or irreversible, and supply evidence to support their thinking. Evidence can include information recalled from experiences or information gathered from informational texts or other resources. Some possible changes that can be used are:

- ✓ Tearing paper
- ✓ Bending a spoon
- ✓ Baking a cake
- ✓ Hammering a nail into a piece of wood
- ✓ Getting grass stains on a pair of jeans
- ✓ Cutting your hair.

**Mathematics**

N/A

**English Language Arts**

**Mathematics**

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (2-PS1-4) **RI.2.1**
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-PS1-4) **RI.2.3**
- Describe how reasons support specific points the author makes in a text. (2-PS1-4) **RI.2.8**
- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (2-PS1-4) **W.2.1**
- Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-PS1-3) **W.2.7**
- Recall information from experiences or gather information from provided sources to answer a question. (2-PS1-3) **W.2.8**

N/A

**Differentiation and Accommodations Strategies**

**Special Education Students**

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**Gifted and Talented Students**

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**ESL-ELL Students**

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**At-Risk Students**

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**Students with 504 Plans**

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## Grade 2 - Science

### Unit 3: The Earth's Land and Water

Instructional Time: 3 Weeks

*Inspire Science Correlation: "Earth's Surface"*

Lesson 1-3

#### *Where do we find water?*

In this unit of study, students use information and models to identify and represent the shapes and kinds of land and bodies of water in an area and where water is found on Earth. The crosscutting concept of *patterns* is called out as an organizing concept for these disciplinary core ideas. Students demonstrate grade-appropriate proficiency in *developing and using models* and *obtaining, evaluating, and communicating information*. Students are also expected to use these practices to demonstrate understanding of the core ideas.

#### Student Learning Objectives

##### New Jersey Student Learning Standards for Science/ NGSS

- |                 |  |
|-----------------|--|
| <b>2-ESS2-3</b> | Obtain information to identify where water is found on Earth and that it can be solid or liquid. |
| <b>2-ESS2-2</b> | Develop a model to represent the shapes and kinds of land and bodies of water in an area.        |

#### Career Ready Practices

- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.

#### Unit Sequence

**Part A:** *How can we identify where water is found on Earth and if it is solid or liquid?*

Concepts	Formative Assessment
<ul style="list-style-type: none"> <li>• Patterns in the natural world can be observed.</li> <li>• Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form.</li> </ul>	<p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none"> <li>• Observe patterns in the natural world.</li> <li>• Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) and other media that will be useful in answering a scientific question.</li> <li>• Obtain information to identify where water is found on Earth and to communicate that it can be a solid or liquid.</li> </ul>

#### Unit Sequence

**Part B:** *In what ways can you represent the shapes and kinds of land and bodies of water in an area?*

Concepts	Formative Assessment
<ul style="list-style-type: none"> <li>• Patterns in the natural world can be observed.</li> <li>• Maps show where things are located. One can map the shapes and kinds of land and water in any area.</li> </ul>	<p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none"> <li>• Observe patterns in the natural world.</li> <li>• Develop a model to represent patterns in the natural world.</li> <li>• Develop a model to represent the shapes and kinds of land and bodies of water in an area.</li> </ul>

#### What It Looks Like in the Classroom

Students look for patterns as they identify where water is found on Earth and explore the shapes and kinds of land and bodies of water found in an area. Students also develop models to identify and represent the shapes and kinds of land and bodies of water in an area.

To begin this unit's progression of learning, students identify where water is found on Earth and whether it is solid

or liquid. Using texts, maps, globes, and other resources (including appropriate online resources), students will observe that water is found in liquid form in oceans, rivers, lakes, and ponds. They also discover that water exists as a solid in the Earth’s snowcaps and glaciers.

After students identify where water is found on the Earth, they take a closer look at bodies of water and landforms that can be found in the natural world. Using firsthand observations and media resources, students should look for patterns among the types of landforms and bodies of water. For example, students should notice that mountains are much taller and more rugged than hills, lakes are an enclosed body of water surrounded by land, and streams flow across land and generally end at a larger body of water, such as a lake or the ocean.

Students should also have opportunities to use maps to determine where landforms and bodies of water are located. As students become more familiar with the types and shapes of landforms and bodies of water, they develop models to represent the landforms and bodies of water found in an area. For example, students can draw/create a map of the area of the state in which they live, showing various landforms (e.g., hills, coastlines, and islands) and bodies of water (e.g., rivers, lakes, ponds, and the ocean). Teachers should keep in mind that assessment does not include quantitative scaling of models (an accurate proportional relationship with the real world).

**Performance Expectations**

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b><u>Obtaining, Evaluating, and Communicating Information</u></b></p> <ul style="list-style-type: none"> <li>Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question. (2-ESS2-3)</li> </ul> <p><b><u>Developing and Using Models</u></b></p> <ul style="list-style-type: none"> <li>Develop a model to represent patterns in the natural world. (2-ESS2-2)</li> </ul>	<p><b><u>ESS2.C: The Roles of Water in Earth’s Surface Processes</u></b></p> <ul style="list-style-type: none"> <li>Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form. (2-ESS2-3)</li> </ul> <p><b><u>ESS2.B: Plate Tectonics and Large-Scale System Interactions</u></b></p> <ul style="list-style-type: none"> <li>Maps show where things are located. One can map the shapes and kinds of land and water in any area. (2-ESS2-2)</li> </ul>	<p><b><u>Patterns</u></b></p> <ul style="list-style-type: none"> <li>Patterns in the natural world can be observed. (2-ESS2-2),(2-ESS2-3)</li> </ul>

**Connecting with English Language Arts/Literacy and Mathematics**

***English Language Arts***

Students gather information about the types of landforms and bodies of water from experiences or from text and digital resources. They can use this information to answer questions such as, “Where can water be found as solid ice or snow year round?” Students should also have the opportunity to use their research to publish a writing piece, with guidance and support from adults or collaboratively with peers, based on their findings about various landforms and bodies of water. Diagrams, drawings, photographs, audio or video recordings, poems, dioramas, models, or other visual displays can accompany students’ writing to help recount experiences or clarify thoughts and ideas.

***Mathematics***

As students collect data about the size of landforms and bodies of water, these numbers can be used to answer questions, make comparisons, or solve problems. For example,

- ✓ If students know that a mountain is 996 feet in height, a lake is 550 feet deep, a river is 687 miles long, and a forest began growing about 200 years ago, have students show each number in three ways using base-ten blocks, number words, and expanded form.
- ✓ A stream was 17 inches deep before a rainstorm and 33 inches deep after a rainstorm. How much deeper did it get during the rainstorm?

As students engage in these types of mathematical connections, they are also modeling with mathematics and reasoning abstractly and quantitatively. When modeling with mathematics, students diagram situations

mathematically (using equations, for example) and/or solve addition or subtraction word problems. When students reason abstractly and quantitatively, they manipulate symbols (numbers and other math symbols) abstractly and attend to the meaning of those symbols while doing so.

English Language Arts	Mathematics
<ul style="list-style-type: none"> <li>• With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (2-ESS2-3) <b>W.2.6</b></li> <li>• Recall information from experiences or gather information from provided sources to answer a question. (2-ESS2-3) <b>W.2.8</b></li> <li>• Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (2-ESS2-2) <b>SL.2.5</b></li> </ul>	<ul style="list-style-type: none"> <li>• Reason abstractly and quantitatively. (2-ESS2-2) <b>MP.2</b></li> <li>• Model with mathematics. (2-ESS2-2) <b>MP.4</b></li> <li>• Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (2-ESS2-2) <b>2.NBT.A.3</b></li> <li>• Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. (2-ESS2-1) <b>2.MD.B.5</b></li> </ul>

**Differentiation and Accommodations Strategies**

- Special Education Students**  
[https://docs.google.com/document/d/1xgcmJziX1yyZPUYae\\_luAwcdWuQM\\_Pz4JK2vO0d27BQ/edit?usp=sharing](https://docs.google.com/document/d/1xgcmJziX1yyZPUYae_luAwcdWuQM_Pz4JK2vO0d27BQ/edit?usp=sharing)
- Gifted and Talented Students**  
<https://docs.google.com/document/d/1rKgSC8LGRdmJXG9MAeBMXqKZISgruuqj7zbXeJXUJOQ/edit?usp=sharing>
- ESL-ELL Students**  
<https://docs.google.com/document/d/1HDnAEyeCoZt3MHoHPpDVjflleUjeptsb4JITe8egvhA/edit?usp=sharing>
- At-Risk Students**  
[https://docs.google.com/document/d/1YdPAzxs2Bkz1xkT3YQ1CRsr5ANEM\\_jwQWPIPx61ILBI/edit?usp=sharing](https://docs.google.com/document/d/1YdPAzxs2Bkz1xkT3YQ1CRsr5ANEM_jwQWPIPx61ILBI/edit?usp=sharing)
- Students with 504 Plans**  
<https://docs.google.com/document/d/1aW8cuacIzNTIK2RRsvA47KYnwn5iaZmAzB6djTIs-IM/edit?usp=sharing>

## Grade 2 - Science

### Science Unit 4: Changes to Earth's Land

Instructional Time: 4 Weeks

*Inspire Science Correlation: "Earth's Surface Changes"*

Lessons 1-3

*In what ways do humans slow or prevent wind or water from changing the shape of the land?*

In this unit of study, students apply their understanding of the idea that wind and water can change the shape of land to compare design solutions to slow or prevent such change. 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. Students demonstrate grade-appropriate proficiency in *asking questions and defining problems*, *developing and using models*, and *constructing explanations and designing solutions*. Students are also expected to use these practices to demonstrate understanding of the core ideas.

#### Student Learning Objectives

<b>2-ESS1-1</b>	Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
<b>2-ESS2-1</b>	Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
<b>K-2-ETS1-1</b>	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.
<b>K-2-ETS1-2</b>	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.

#### Career Ready Practices

- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.

#### Unit Sequence

**Part A:** *What evidence can we find to prove that Earth events can occur quickly or slowly?*

Concepts	Formative Assessment
<ul style="list-style-type: none"> <li>• Some events happen very quickly; others occur very slowly over a time period much longer than one can observe.</li> <li>• Things may change slowly or rapidly.</li> </ul>	<p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none"> <li>• Make observations from several sources to construct an evidence-based account for natural phenomena.</li> <li>• Use information from several sources to provide evidence that Earth events can occur quickly or slowly. Some examples of these events include:               <ul style="list-style-type: none"> <li>✓ Volcanic explosions</li> <li>✓ Earthquakes</li> <li>✓ Erosion of rocks.</li> </ul> </li> </ul>

#### Unit Sequence

**Part B:** *In what ways do humans slow or prevent wind or water from changing the shape of the land?*

Concepts	Formative Assessment
<ul style="list-style-type: none"> <li>• Things may change slowly or rapidly.</li> <li>• Developing and using technology has impacts on</li> </ul>	<p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none"> <li>• Compare multiple solutions to a problem.</li> </ul>

<p>the natural world.</p> <ul style="list-style-type: none"> <li>• Scientists study the natural and material world.</li> <li>• The shape and stability of structures of natural and designed objects are related to their function(s).</li> <li>• Wind and water can change the shape of the land.</li> <li>• Because there is always more than one possible solution to a problem, it is useful to compare and test designs.</li> <li>• A situation that people want to change or create can be approached as a problem to be solved through engineering.</li> <li>• Asking questions, making observations, and gathering information are helpful in thinking about problems.</li> <li>• Before beginning to design a solution, it is important to clearly understand the problem.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. Examples of solutions could include: <ul style="list-style-type: none"> <li>✓ Different designs of dikes and windbreaks to hold back wind and water</li> <li>✓ Different designs for using shrubs, grass, and trees to hold back the land.</li> </ul> </li> <li>• Ask questions based on observations to find more information about the natural and/or designed world.</li> <li>• 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.</li> <li>• Define a simple problem that can be solved through the development of a new or improved object or tool.</li> <li>• Develop a simple model based on evidence to represent a proposed object or tool.</li> <li>• 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.</li> </ul>
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**What It Looks Like in the Classroom**

In this unit of study, students learn that a situation that people want to change or create can be approached as a problem to be solved through engineering. Before beginning to design a solution, it is important to clearly understand the problem, and asking questions, making observations and gathering information are helpful in thinking about and clarifying problems. Students learn that designs can be conveyed through sketches, drawings, or physical models, and that these representations are useful in communicating ideas for a problem’s solutions to other people. As outlined in the narrative above, students will develop simple sketches or drawings showing how humans have helped minimized the effects of a chosen Earth event.

Students use evidence from several sources to develop an understanding that Earth events can occur quickly or slowly. Because some events happen too quickly to observe, and others too slowly, we often rely on models and simulations to help us understand how changes to the surface of the Earth are caused by a number of different Earth events. For example,

- ✓ Volcanic eruptions are Earth events that happen very quickly. As volcanic eruptions occur, ash and lava are quickly emitted from the volcano. The flow of lava from the volcano causes immediate changes to the landscape as it flows and cools.
- ✓ Flooding can happen quickly during events such as hurricanes and tsunamis. Flooding can cause rapid changes to the surface of the Earth.
- ✓ Rainfall is an event that recurs often over long periods of time and will gradually lead to the weathering and erosion of rocks and soil.

In order to gather information to use as evidence, students need to make observations. They can easily look for evidence of changes caused by rain, flooding, or drought. However, actually observing Earth events as they happen is often not possible; therefore, students will need opportunities to observe different types of Earth events using models, simulations, video, and other media and online sources. At this grade level, quantitative measurements of timescales are not important. Students do need to see the kinds of changes that Earth events cause, and whether the changes are rapid or slow.

Engaging in engineering design helps students understand that 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 clearly understanding 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. In this unit of study, students need the opportunity to engage in the engineering design process in order to generate and compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. Students are not expected to come up with original solutions, although original solutions are always welcome. The emphasis is on asking questions, making observations, and gathering information in order to compare multiple solutions designed to slow or prevent wind or water from changing the land. This process should include the following steps:

- ✓ As a class, with teacher guidance, students brainstorm a list of natural Earth events, such as volcanoes, earthquakes, tsunamis, or floods. The class selects one Earth event to research in order to gather more information.
- ✓ As a class or in small groups, with guidance, students conduct research on the selected Earth event using books and other reliable sources. They gather information about the problems that are caused by the selected event, and gather information on the ways in which humans have minimized the effects of the chosen earth event. For example,
  - Different designs of dikes or dams to hold back water,
  - Different designs of windbreaks to hold back wind, or
  - Different designs for using plants (shrubs, grass, and/or trees) to hold back the land.
- ✓ Next, students look for examples in their community of ways that humans have minimized the effect of natural Earth events. This can be accomplished through a nature walk or short hike around the schoolyard, during a field trip, or students can make observations around their own neighborhoods. If available, students can carry digital cameras (or other technology that allows them to take pictures) in order to document any examples they find.
- ✓ Groups select one solution they have found through research and develop a simple sketch, drawing, or physical model to illustrate how it minimizes the effects of the selected Earth event.
- ✓ Groups should prepare a presentation using their sketches, drawings, or models, and present them to the class.

Performance Expectations		
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b><u>Constructing Explanations and Designing Solutions</u></b></p> <ul style="list-style-type: none"> <li>• Make observations from several sources to construct an evidence-based account for natural phenomena. (2-ESS1-1)</li> <li>• Compare multiple solutions to a problem. (2-ESS2-1)</li> </ul> <p><b><u>Asking Questions and Defining Problems</u></b></p> <ul style="list-style-type: none"> <li>• Ask questions based on observations to find more information about the natural and/or designed world(s). (K-2-ETS1-1)</li> <li>• Define a simple problem that can be solved through the development of a new or improved object or tool. (K-2-ETS1-1)</li> </ul> <p><b><u>Developing and Using Models</u></b></p> <ul style="list-style-type: none"> <li>• Develop a simple model based on evidence to represent a</li> </ul>	<p><b><u>ESS1.C: The History of Planet Earth</u></b></p> <ul style="list-style-type: none"> <li>• Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1)</li> </ul> <p><b><u>ESS2.A: Earth Materials and Systems</u></b></p> <ul style="list-style-type: none"> <li>• Wind and water can change the shape of the land. (2-ESS2-1)</li> </ul> <p><b><u>ETS1.A: Defining and Delimiting Engineering Problems</u></b></p> <ul style="list-style-type: none"> <li>• A situation that people want to change or create can be approached as a problem to be solved through engineering. (K-2-ETS1-1)</li> <li>• Asking questions, making observations, and gathering information are helpful in thinking about problems. (K-2-ETS1-1)</li> <li>• Before beginning to design a solution, it is important to clearly understand the problem. (K-2-ETS1-1)</li> </ul> <p><b><u>ETS1.B: Developing Possible Solutions</u></b></p>	<p><b><u>Stability and Change</u></b></p> <ul style="list-style-type: none"> <li>• Things may change slowly or rapidly. (2-ESS1-1)</li> <li>• Things may change slowly or rapidly. (2-ESS2-1)</li> </ul> <p><b><u>Structure and Function</u></b></p> <ul style="list-style-type: none"> <li>• The shape and stability of structures of natural and designed objects are related to their function(s). (K-2-ETS1-2)</li> </ul> <p>-----</p> <p><b><i>Connections to Engineering, Technology, and Applications of Science</i></b></p> <p><b><u>Influence of Engineering, Technology, and Science on Society and the Natural World</u></b></p> <ul style="list-style-type: none"> <li>• Developing and using technology has impacts on the natural world. (2-ESS2-1)</li> </ul> <p>-----</p>



<p>proposed object or tool. (K-2-ETS1-2)</p>	<ul style="list-style-type: none"> <li>• 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. (K-2-ETS1-2)</li> </ul>	<p><b>Connections to Nature of Science</b></p> <p><b>Science Addresses Questions About the Natural and Material World</b></p> <ul style="list-style-type: none"> <li>• Scientists study the natural and material world. (2-ESS2-1)</li> </ul>
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**Connecting with English Language Arts/Literacy and Mathematics**

**English Language Arts**

Students participate in shared research to gather information about Earth events from texts and other media and digital resources. They will use this information to answer questions and describe key ideas and details about ways in which the land can change and what causes these changes. Students should also have opportunities to compose a writing piece, either independently or collaboratively with peers, using digital tools to produce and publish their writing. Students should describe connections between Earth events and the changes they cause, and they should include photographs, videos, poems, dioramas, models, drawings, or other visual displays of their work, when appropriate, to clarify ideas, thoughts, and feelings.

**Mathematics**

Students have multiple opportunities to reason abstractly and quantitatively as they gather information from media sources. Students can organize data into picture graphs or bar graphs in order to make comparisons. For example, students can graph rainfall amounts. Students can use the data to solve simple addition and subtraction problems using information from the graphs to determine the amount of change that has occurred to local landforms. For example, a gully was 17 inches deep before a rainstorm and 32 inches deep after a rainstorm. How much deeper is it after the rainstorm? Students must also have an understanding of place value as they encounter the varying timescales on which Earth events can occur. For example, students understand that a period of thousands of years is much longer than a period of hundreds of years, which in turn is much longer than a period of tens of years. In addition, teachers should give students opportunities to work with large numbers as they describe length, height, size, and distance when learning about Earth events and the changes they cause. For example, students might write about a canyon that is 550 feet deep, a river that is 687 miles long, or a forest that began growing about 200 years ago.

English Language Arts	Mathematics
<ul style="list-style-type: none"> <li>• Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (2-ESS1-1), (K-2-ETS1-1) <b>RI.2.1</b></li> <li>• Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-ESS1-1) <b>RI.2.3</b></li> <li>• With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (2-ESS1-1), (K-2-ETS1-1) <b>W.2.6</b></li> <li>• Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-ESS1-1) <b>W.2.7</b></li> <li>• Recall information from experiences or gather information from provided sources to answer a question. (2-ESS1-1), (K-2-ETS1-1) <b>W.2.8</b></li> <li>• Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (2-ESS1-1) <b>SL.2.2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Reason abstractly and quantitatively. (2-ESS1-1), (2-ESS2-1), (K-2-ETS1-1) <b>MP.2</b></li> <li>• Model with mathematics. (2-ESS1-1), (2-ESS2-1) <b>MP.4</b></li> <li>• Use appropriate tools strategically. (2-ESS2-1, (K-2-ETS1-1) <b>MP.5</b></li> <li>• Understand place value. (2-ESS1-1) <b>2.NBT.A</b></li> <li>• Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. (2-ESS2-1) <b>2.MD.B.5</b></li> <li>• Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (K-2-ETS1-1) <b>2.MD.D.10</b></li> </ul>

- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-ESS2-1) **RI.2.3**
- Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (K-2-ETS1-2) **SL.2.5**
- Compare and contrast the most important points presented by two texts on the same topic. (2-ESS2-1) **RI.2.9**

### Differentiation and Accommodations Strategies

**Special Education Students**

[https://docs.google.com/document/d/1xgcmJZiX1yyZPUYae\\_luAwcdWuQM\\_Pz4JK2vO0d27BQ/edit?usp=sharing](https://docs.google.com/document/d/1xgcmJZiX1yyZPUYae_luAwcdWuQM_Pz4JK2vO0d27BQ/edit?usp=sharing)

**Gifted and Talented Students**

<https://docs.google.com/document/d/1rKgSC8LGRdmJXG9MAeBMXqKZISgruuqj7zbXeJXUJOQ/edit?usp=sharing>

**ESL-ELL Students**

<https://docs.google.com/document/d/1HDnAEyeCoZt3MHoHPpDVjflleUjeptsb4JITe8egvhA/edit?usp=sharing>

**At-Risk Students**

[https://docs.google.com/document/d/1YdPAzxs2Bkz1xkT3YQ1CRsr5ANEM\\_jwQWPIP61ILBI/edit?usp=sharing](https://docs.google.com/document/d/1YdPAzxs2Bkz1xkT3YQ1CRsr5ANEM_jwQWPIP61ILBI/edit?usp=sharing)

**Students with 504 Plans**

<https://docs.google.com/document/d/1aW8cuacIzNTIK2RRsvA47KYnwn5iaZmAzB6djTIs-IM/edit?usp=sharing>

# Grade 2 - Science

## Science Unit 5: Relationships in Habitats

Instructional Time: 3 Weeks

Inspire Science Alignment: “Plants and Their Needs”  
“Living Things in Habitats”

Lessons 1-3  
Lesson 1

### *Why do we see different living things in different habitats?*

In this unit of study, students develop an understanding of what plants need to grow and how plants depend on animals for seed dispersal and pollination. Students also compare the diversity of life in different habitats. The crosscutting concepts of *cause and effect* and *structure and function* are called out as organizing concepts for these disciplinary core ideas. Students demonstrate grade-appropriate proficiency in *planning and carrying out investigations* and *developing and using models*. Students are also expected to use these practices to demonstrate understanding of the core ideas.

### Student Learning Objectives

<b>2-LS4-1</b>	Make observations of plants and animals to compare the diversity of life in different habitats.
<b>LS2-1</b>	Plan and conduct an investigation to determine if plants need sunlight and water to grow. (2- )
<b>2-LS2-2</b>	Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
<b>K-2-ETS1-1</b>	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.

### Career Ready Practices

- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.

### Unit Sequence

**Part A:** *How does the diversity of plants and animals compare among different habitats?*

Concepts	Formative Assessments
<ul style="list-style-type: none"> <li>• People look for patterns and order when making observations about the world.</li> <li>• There are many different kinds of living things in any area, and they exist in different places on land and in water.</li> </ul>	<p><i>Students who understand the concepts can:</i></p> <ul style="list-style-type: none"> <li>• Look for patterns and order when making observations about the world.</li> <li>• Make observations (firsthand or from media) to collect data that can be used to make comparisons.</li> <li>• Make observations of plants and animals to compare the diversity of life in different habitats</li> </ul>

### Unit Sequence

**Part B:** *What do plants need to live and grow?*

Concepts	Formative Assessments
<ul style="list-style-type: none"> <li>• Events have causes that generate observable patterns.</li> <li>• Plants depend on water and light to grow.</li> </ul>	<p><i>Students who understand the concepts can:</i></p> <ul style="list-style-type: none"> <li>• Observe patterns in events generated by cause-and-effect relationships.</li> <li>• Plan and conduct an investigation collaboratively to produce data to serve as a basis for evidence to answer a question.</li> <li>• Plan and conduct an investigation to determine whether plants need sunlight and water to grow.</li> </ul>

## Unit Sequence

### **Part C: Why do some plants rely on animals for reproduction?**

Concepts	Formative Assessments
<ul style="list-style-type: none"><li>• The shape and stability of structures of natural and designed objects are related to their function.</li><li>• Plants depend on animals for pollination or to move their seeds around.</li><li>• 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.</li></ul>	<p><i>Students who understand the concepts can:</i></p> <ul style="list-style-type: none"><li>• Describe how the shape and stability of structures are related to their function.</li><li>• Develop a simple model based on evidence to represent a proposed object or tool.</li><li>• Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.</li><li>• 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.</li></ul>

### **What It Looks Like in the Classroom**

In this unit of study, students explore and compare the diversity of life in different habitats. They develop an understanding of what plants need to grow and how plants depend on animals for seed dispersal and pollination. Students learn about cause-and-effect relationships and how an organism's structures are related to the function that each structure performs. Developing and using models plays an important role in students' understanding of structure/function relationships.

To begin this unit's progression of learning, students observe a variety of plants and animals from a variety of habitats in order to compare the diversity of life. Using firsthand observations and media resources, students explore and collect data about different habitats that exist in the world and how plants and animals have structures that help them survive in their habitats. Students need many opportunities to observe many different kinds of living things, whether they live on land, in water, or both. As students learn about the diversity of life, they begin to look for patterns and order in the natural world. As scientists, students will begin to notice patterns in the structures that enable organisms to support their existence in specific habitats. For example, webbed feet enable survival in wetlands; gills enable survival in rivers, lakes, and oceans; and blubber enables survival in polar regions.

The learning progresses as students' focus changes from diversity to commonalities among plants—what plants need in order to grow. Students need opportunities to observe that plants depend on water and light to grow. As they begin to understand that changes in the amount of water and light can affect the growth of plants, they begin to understand that all cause-and-effect relationships generate observable patterns. For example, some plants require very little water to survive, most plants will not grow without sunlight, and most plants need an adequate amount of water to thrive. Students might also observe patterns such as the effects of too much or too little water on a plant and too much or too little light on a plant. In order for students to develop these understandings, they should plan and conduct investigations and collect data, which should be used as evidence to support the idea that all events have causes that generate observable patterns.

Finally, students investigate the roles that animals play in plant reproduction. Students learn that many types of plants depend on animals for pollination and/or for the dispersal of seeds. As students begin to explore the interdependent relationships among plants and animals, they learn that the shape and stability of the structures of organisms are related to their function. For example,

- ✓ As bees collect nectar, portions of their body are designed to collect and then carry pollen from plant to plant.
- ✓ Some seeds are designed to stick to animal fur so that animals can carry them from place to place.
- ✓ Animals eat fruits containing seeds, which are then dispersed through animals' body waste.

Second graders will need multiple opportunities to develop an understanding of the important relationship between structure and function, because they are expected to use engineering design to plan and develop simple models that mimic the function of an animal in dispersing seeds or pollinating plants. Students can use sketches, drawings or physical models to illustrate how the shape of the model helps it function as needed, and they should

use evidence to support their design choices. Some common examples of models could include the following:

- ✓ Using Velcro “seeds” and furry material to model how seeds with hooks adhere to animal fur.
- ✓ Using pipe cleaners to gather and distribute “pollen” in a way similar to bees pollinate flowers.

In this unit of study, students learn that designs can be conveyed through sketches, drawings, or physical models, and that these representations are useful in communicating ideas for a problem’s solutions to other people. As described in the narrative above, students develop simple sketches, drawings, or models that mimic the function of an animal in dispersing seeds or pollinating plants in order to illustrate how the shape of an object helps it function as needed to solve a given problem.

Performance Expectations		
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b><u>Planning and Carrying Out Investigations</u></b></p> <ul style="list-style-type: none"> <li>• Plan and conduct investigations collaboratively to produce evidence to answer a question. (1-PS4-1),(2-LS2-1)</li> </ul> <p><b><u>Planning and Carrying Out Investigations</u></b></p> <ul style="list-style-type: none"> <li>• Make observations (firsthand or from media) to collect data that can be used to make comparisons. (2-LS4-1)</li> </ul> <p><b><u>Developing and Using Models</u></b></p> <ul style="list-style-type: none"> <li>• Develop a simple model based on evidence to represent a proposed object or tool. (2-LS2-2)</li> </ul> <p><b><u>Asking Questions and Defining Problems</u></b></p> <ul style="list-style-type: none"> <li>• Ask questions based on observations to find more information about the natural and/or designed world(s). (K-2-ETS1-1)</li> <li>• Define a simple problem that can be solved through the development of a new or improved object or tool. (K-2-ETS1-1)</li> </ul>	<p><b><u>LS4.D: Biodiversity and Humans</u></b></p> <ul style="list-style-type: none"> <li>• There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)</li> </ul> <p><b><u>LS2.A: Interdependent Relationships in Ecosystems</u></b></p> <ul style="list-style-type: none"> <li>• Plants depend on water and light to grow. (2-LS2-1)</li> <li>• Plants depend on animals for pollination or to move their seeds around. (2-LS2-2)</li> </ul> <p><b><u>ETS1.B: Developing Possible Solutions</u></b></p> <ul style="list-style-type: none"> <li>• 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.(secondary to 2-LS2-2)</li> </ul> <p><b><u>ETS1.A: Defining and Delimiting Engineering Problems</u></b></p> <ul style="list-style-type: none"> <li>• A situation that people want to change or create can be approached as a problem to be solved through engineering. (K-2-ETS1-1)</li> <li>• Asking questions, making observations, and gathering information are helpful in thinking about problems. (K-2-ETS1-1)</li> <li>• Before beginning to design a solution, it is important to clearly understand the problem. (K-2-ETS1-1)</li> </ul>	<p><b><u>Cause and Effect</u></b></p> <ul style="list-style-type: none"> <li>• Events have causes that generate observable patterns. (2-LS2-1)</li> </ul> <p><b><u>Structure and Function</u></b></p> <ul style="list-style-type: none"> <li>• The shape and stability of structures of natural and designed objects are related to their function(s). (2-LS2-2), (K-2-ETS1-2)</li> </ul> <p>-----</p> <p><b><i>-Connections to Nature of Science</i></b></p> <p><b>Scientific Knowledge is Based on Empirical Evidence</b></p> <ul style="list-style-type: none"> <li>• Scientists look for patterns and order when making observations about the world. (2-LS4-1)</li> </ul>

**Connecting with English Language Arts/Literacy and Mathematics**

***English Language Arts/Literacy***

English Language Arts can be leveraged in this unit in a number of ways. Students can participate in shared research using trade books and online resources to learn about the diversity of life in different habitats or to discover ways in which animals help pollinate plants or distribute seeds. Students can record their findings in science journals or use the research to write and illustrate their own books. Students can also learn to take notes in

their journals order to help them recall information from experiences or gather information from provided sources. They can add drawings or other visual displays to their work, when appropriate, to clarify ideas, thoughts, and feelings.

**Mathematic**

Throughout this unit of study, students need opportunities to represent and interpret categorical data by drawing picture graphs and/or bar graphs (with a single-unit scale) to represent a data set with up to four categories. This will lead to opportunities to solve simple put-together, take-apart, and compare problems using information presented in these types of graphs. For example, students could create bar graphs that show the number of seedlings that sprout with and without watering or that document plant growth. They could also create a picture graph showing the number of plant species, vertebrate animal species, and invertebrate animal species observed during a field trip or in a nature photograph. As students analyze the data in these types of graphs, they can use the data to answer simple put-together, take apart, and compare problems. This unit also presents opportunities for students to model with mathematics. They can diagram situations mathematically or solve a one-step addition or subtraction word problems. Data collected in bar graphs and picture graphs can easily be used for this purpose.

English Language Arts	Mathematics
<ul style="list-style-type: none"> <li>• Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-LS2-1) <b>W.2.7</b></li> <li>• Recall information from experiences or gather information from provided sources to answer a question. (2-LS2-1),(K-2-ETS1-1) <b>W.2.8</b></li> <li>• Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (2-LS2-2) <b>SL.2.5</b></li> <li>• With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (K-2-ETS1-1) <b>W.2.6</b></li> <li>• Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (K-2-ETS1-1) <b>RI.2.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Reason abstractly and quantitatively. (2-LS2-1),(K-2-ETS1-1) <b>MP.2</b></li> <li>• Model with mathematics. (2-LS2-1),(2-LS2-2),(K-2-ETS1-1) <b>MP.4</b></li> <li>• Use appropriate tools strategically. (2-LS2-1),(K-2-ETS1-1) <b>MP.5</b></li> <li>• Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (2-LS2-2) <b>2.MD.D.10</b></li> </ul>

**Differentiation and Accommodations Strategies**

**Special Education Students**

[https://docs.google.com/document/d/1xgcmJZiX1yyZPUYae\\_luAwcdWuQM\\_Pz4JK2vO0d27BQ/edit?usp=sharing](https://docs.google.com/document/d/1xgcmJZiX1yyZPUYae_luAwcdWuQM_Pz4JK2vO0d27BQ/edit?usp=sharing)

**Gifted and Talented Students**

<https://docs.google.com/document/d/1rKgSC8LGRdmJXG9MAeBMXqKZISgruuqi7zbXeJXUJOQ/edit?usp=sharing>

**ESL-ELL Students**

<https://docs.google.com/document/d/1HDnAEyeCoZt3MHoHPPDVjfileUjeptsb4JITE8egvhA/edit?usp=sharing>

**At-Risk Students**

[https://docs.google.com/document/d/1YdPAzxs2Bkz1xkT3YQ1CRsr5ANEM\\_jwQWPIPx61ILBI/edit?usp=sharing](https://docs.google.com/document/d/1YdPAzxs2Bkz1xkT3YQ1CRsr5ANEM_jwQWPIPx61ILBI/edit?usp=sharing)

**Students with 504 Plans**

<https://docs.google.com/document/d/1aW8cuacIzNTIK2RRsvA47KYnwn5iaZmAzB6djTIs-IM/edit?usp=sharing>

# Additional Curricular Resources



**Grade 2 Science**



# Unit 1: Properties of Matter

## Open Education Resources

[Exploring Reversible Changes of State and Exploring Irreversible Changes of State](#): These two lessons work together to explore reversible and irreversible changes of state through guided investigations. The PDF is a set of activities focusing on materials followed by some optional post-activity lessons.

[Discovering Science: classifying and categorizing \(matter, grades 2-3\)](#): This resource is a day, or longer, lab activity aimed for second and third grade students. The lesson starts with a guided discussion and an activity identifying and classifying materials, then it guides students through a series of observations of mixing and changing different materials of different states and observing the resulting effects. Overall, the lesson targets the states of matter, and forces and motion. Some of the ideas (i.e., gas and energy) are aimed at the third grader and beyond. Please note that the link above goes to a larger set of activities and you need to click on the link Discovering science: Classifying and categorizing matter grades 2-3.

[Materials and Their Properties, lessons Comparing the Properties of Different Materials \(pp. 22\); and Exploring Thermal Insulators and Conductors \(pp. 23\)](#): Students participate in an open-ended sort using various materials. Based on their self-selected categories, students explain their reasoning. Next, through a fair test trial, students use new information to decide, using evidence, which material is best suited for maintaining cold the longest.

[The Properties of Materials and their Everyday Uses](#): This wonderful set of lessons engage students in testing materials to understand their properties and discuss appropriate uses for the materials based on those properties. For example, one activity has the students examining the materials that a number of balls are made out of (plastic, rubber, aluminum, etc.) and describing the properties of the materials (light, stretchy, rigid). Next, the students test balls made of those materials for bouncing height and record their data. The students discuss which materials are best for bouncing and why. The teacher could choose to do all of the activities and have a robust alignment with the three dimensions of the NGSS PS1-2, an engineering physical science Performance Expectation.

[Matter song a music video by untamed Science](#): This is an engaging music video that defines and gives examples of matter. The video is fun, colorful and explores many different kinds of matter as part of the music video sequence. Young students will love the song and the interactive dance sequences.

[Science Games For Kids: Properties of Materials](#): This resource is an interactive simulation designed to have students test various materials for different properties including flexibility, strength, waterproof, and transparency. The simulation includes a workshop where students can select different materials to see if the selected property matches the intended use.

## Teacher Professional Learning Resources

### Using the NGSS Practices in the Elementary Grades

The presenters were Heidi Schweingruber from the National Research Council, Deborah Smith from Penn State University, and Jessica Jeffries from State College Area School District. In this seminar the presenters talked about applying the scientific and engineering practices described in A Framework for K–12 Science Education in elementary-level classrooms.

### Teaching NGSS in K-5: Constructing Explanations from Evidence

Carla Zembal-Saul, Mary Starr, and Kathy Renfrew, provided an overview of the NGSS for K-5th grade. The web seminar focused on the three dimensional learning of the NGSS, while introducing CLAIMS-EVIDENCE-REASONING (CER) as a framework for introducing explanations from evidence. The presenters highlighted and discussed the



importance of engaging learners with phenomena, and included a demonstration on using a KLEWS chart to map the development of scientific explanations of those phenomena.

View the resource [collection](#).

### [NSTA Web Seminar: NGSS Core Ideas: Matter and Its Interactions](#)

Dr. Krajcik began the presentation by defining disciplinary core ideas and discussing the value of using core ideas to build understanding across time. He also talked about the way disciplinary core ideas work together with the other components of *NGSS*: scientific and engineering practices and crosscutting concepts. The program featured strategies for teaching about physical science concepts that answer questions such as "How do particles combine to form the variety of matter one observes?" and "How do substances combine or change (react) to make new substances?" Dr. Krajcik talked about the disciplinary core ideas for Properties of Matter and shared examples of student work. Participants had the opportunity to ask questions and discuss ideas for classroom application with other participating teachers.

View the resource [collection](#).

### **Prior Learning**

#### **Kindergarten Unit 1: Pushes and Pulls** (engineering practices)

- 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.

### **Future Learning**

#### **Grade 5 Unit 1: Properties of Matter**

- Measurements of a variety of properties can be used to identify materials. Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects.
- The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish.

#### **Grade 5 Unit 2: Changes to Matter**

- When two or more different substances are mixed, a new substance with different properties may be formed.
- No matter what reaction or change in properties occurs, the total weight of the substances does not change.

### **Modifications**

*(Note: Teachers identify the modifications that they will use in the unit. See NGSS Appendix D: [All Standards, All Students/Case Studies](#) for vignettes and explanations of the modifications.)*

- Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).

- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Use project-based science learning to connect science with observable phenomena.
- Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.
- Restructure lesson using UDL principals ([http://www.cast.org/our-work/about-udl.html#VXmoXcfD\\_UA](http://www.cast.org/our-work/about-udl.html#VXmoXcfD_UA)).

## Unit 2: Changes to Matter

### Open Education Resources

[STEM in a BOX - Shakin' Up the Classroom: K-3EarthScienceSTEMintheboxprint.docx](#): In this engaging lesson, the students examine and describe materials and their properties in order to assemble these materials into a strong building that could withstand the earth shaking. The physical science core ideas in the Performance Expectation are met through a larger earth science/earthquake unit that is part of the unit level resource.

Go to the resource listed under K-3: [k-3EarthScienceSTEMintheboxprint.docx](#)

[Thousands of tiny pieces can create something big](#): In this resource which is based on enactment in a second grade classroom and includes videos and examples of student work, the teacher introduces students to Watt's tower, a tower made of many pieces of junk in the neighborhood. Students make their own objects out of many pieces or materials that the teacher provides and the students think about and discuss whether they could use the same set of materials to make something different.

[Take it apart, put it together](#): This is a wonderfully supported and creative lesson that involves students taking apart an old appliance and making a new object using the appliance parts. The teacher guides students using a variety of teacher prompts and individual journaling to track their idea development, questions, changing plans, and evidence-based explanations.

### [Exploring Reversible Changes of State and Exploring Irreversible Changes of State](#)

These two lessons work together to explore reversible and irreversible changes of state through guided investigations. The PDF is a set of activities focusing on materials followed by some optional post-activity lessons. Two of these post activity lessons deal with reversible and irreversible changes to materials. The first lesson involves teachers showing students phenomena and then asking the students to generate questions about their observations of the phenomena. The second lesson involves students engaging in investigating, explaining and asking questions about two irreversible changes and using observations to identify what about the changes make them irreversible.

[The Magic School Bus Bakes in a Cake lesson and video, "Ready Set Dough" !](#): This is a lesson plan that accompanies the reading or watching of The Magic School Bus Bakes a Cake, or Ready Set Dough. The lesson is a short activity with guided questions that accompany making pretzel dough. In the book and video, which are not included in the resource, The Magic School Bus shrinks down to molecule size to observe and discuss chemical and physical changes while baking. The resource contains a link to purchase the book. The video can be found at <https://www.youtube.com/watch?v=dTw-ok3KkuU>.

[The Science of Macaroni Salad \(and 2. Dig Deeper\)](#): This three minute video is great for teachers who need a short and deeper understanding of what is entailed in the Performance Expectations for Properties of Matter and what is involved when a physical and chemical change occurs. It would be over the heads of younger children, but perfect for elementary teachers who can either view the video themselves and translate the most pertinent ideas in it, or watch the video with the students and narrate in kid language. If the teacher watched the video first, they would be ensured that they had the understanding necessary for tough questions.

### Teacher Professional Learning Resources

#### [Connections Between Practices in NGSS, Common Core Math, and Common Core ELA](#)

The presenter was Sarah Michaels from Clark University. In this seminar Dr. Michaels talked about connecting the scientific and engineering practices described in A Framework for K–12 Science Education with the Common Core

State Standards in Mathematics and English Language Arts.

### [Engineering Design as a Core Idea](#)

The presenter was Cary Sneider, Associate Research Professor at Portland State University in Portland, Oregon. The seminar focused on the Core Idea of Engineering, led by Cary Sneider, Associate Research Professor at Portland State University. Cary explained the overall NGSS engineering components for K-2, MS and HS, and went through a number of practical examples of how teachers could develop modules and investigations for their students to learn them. Cary also spoke about the ways in which teachers could include cross-cutting engineering concepts to a number of classroom subjects. The seminar concluded with an overview of NSTA resources about NGSS available to teachers by Ted, and a Q & A session with Cary.

Visit the resource [collection](#).

### [NGSS Core Ideas: Matter and Its Interactions](#)

The presenter was Joe Krajcik from Michigan State University. The program featured strategies for teaching about physical science concepts that answer questions such as "How do particles combine to form the variety of matter one observes?" and "How do substances combine or change (react) to make new substances?"

Dr. Krajcik began the presentation by defining disciplinary core ideas and discussing the value of using core ideas to build understanding across time. He also talked about the way disciplinary core ideas work together with the other components of NGSS: scientific and engineering practices and crosscutting concepts. Dr. Krajcik talked about the disciplinary core ideas for PS1 and shared examples of student work. Participants had the opportunity to ask questions and discuss ideas for classroom application with other participating teachers.

Visit the [resource collection](#).

### **Prior Learning**

In **Unit 2, Properties of Matter**, students described and classified different kinds of materials based on their observable properties. They also tested different materials to determine which have properties that are best suited for an intended purpose.

### **Future Learning**

#### **Grade 4 Unit 1: Weathering and Erosion**

- Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around.

#### **Grade 5 Unit 1: Properties of Matter**

- Measurements of a variety of properties can be used to identify materials. (Boundary: At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the atomic-scale mechanism of evaporation and condensation.)
- Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects.

#### **Grade 5 Unit 2: Changes to Matter**

- When two or more different substances are mixed, a new substance with different properties may be formed.
- No matter what reaction or change in properties occurs, the total weight of the substances does not change. *(Note: Mass and weight are not distinguished at this grade level.)*
- The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish.

### Grade 5 Unit 3: Matter and Energy in Ecosystems

- The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as “decomposers.” Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem.

#### Connections to Other Units

In **Unit 2, Properties of Matter**, students described and classified different kinds of materials based on their observable properties. They also tested different materials to determine which have properties that are best suited for an intended purpose.

#### Modifications

*(Note: Teachers identify the modifications that they will use in the unit. See NGSS Appendix D: [All Standards, All Students/Case Studies](#) for vignettes and explanations of the modifications.)*

- Structure lessons around questions that are authentic, relate to students’ interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Use project-based science learning to connect science with observable phenomena.
- Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.
- Restructure lesson using UDL principals ([http://www.cast.org/our-work/about-udl.html#.VXmoXcfD\\_UA](http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA)).

## Unit 3: The Earth's Land and Water

### Teacher Professional Learning Resources

#### Teaching NGSS in K-5: Making Meaning through Discourse

Presenters were Carla Zembal-Saul, (Penn State University), Mary Starr, (Michigan Mathematics and Science Centers Network), and Kathy Renfrew (Vermont Agency of Education).

After a brief introduction by NSTA's Ted Willard about the Next Generation Science Standards (NGSS), Zembal-Saul, Starr, and Renfrew gave context to the NGSS specifically for K-5 teachers, discussing three-dimensional learning, performance expectations, and background information on the NGSS framework for K-5. The presenters also gave a number of examples and tips on how to approach NGSS with students, and took participants' questions. The web seminar ended with the presentation of a number of recommended NSTA resources for participants to explore.

View the resource [collection](#).

#### Evaluating Resources for NGSS: The EQuIP Rubric

The presenters were Brian J. Reiser, Professor of Learning Sciences in the School of Education and Social Policy at Northwestern University, and Joe Krajcik, Director of the CREATE for STEM Institute.

Ted Willard, NSTA's NGSS Director, introduced the web seminar by providing an overview of the Next Generation Science Standards, including how the standards were developed, which states have adopted them and which organization, including the NSTA, have been instrumental in providing assistance in the development of the NGSS. Ted also discussed the NSTA's commitment to helping teachers and educators understand the NGSS, so that teachers can begin implementing the new standards in their instructional practices. After this brief overview, Brian Reiser, Professor of Learning Sciences, School of Education at Northwestern University and Joe Krajcik, Director of CREATE for STEM Institute of Michigan State University introduced the Educators Evaluating Quality Instructional Products (EQuIP) Rubric.

The web seminar focused on how explaining how the EQuIP rubric can be used to evaluate curriculum materials, including individual lessons, to determine alignment of the lesson and/or materials with the NGSS. Three-dimensional learning was defined, highlighted and discussed in relation to the rubric and the NGSS. An emphasis was placed on how to achieve the conceptual shifts expectations of NGSS and three-dimensional learning using the rubric as a guide. Links to the lesson plans presented and hard copies of materials discussed, including the EQuIP rubric, were provided to participants. The web seminar concluded with an overview of NSTA resources on the NGSS available to teachers by Ted, and a Q & A with Brian Reiser and Joe Krajcik.

View the resource [collection](#).

#### NGSS Crosscutting Concepts: Systems and System Models

The presenter was Ramon Lopez from the University of Texas at Arlington. This was the seventh web seminar in a series of seven focused on the crosscutting concepts that are part of the Next Generation Science Standards (NGSS).

### Prior Learning

#### Kindergarten Unit 1: Pushes and Pulls

- A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions. (*secondary*)

### Future Learning

### **Grade 4 Unit 2: Earth Processes**

- The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth.

### **Grade 5 Unit 4: Water on the Earth**

- Nearly all of Earth's available water is in the ocean. Most fresh water is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere.

### **Connections to Other Units**

#### **Grade 2 Unit 2: Properties of Matter.**

- Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties.
- Different properties are suited to different purposes.
- A great variety of objects can be build up from a small set of pieces.

### **Modifications**

*(Note: Teachers identify the modifications that they will use in the unit. See NGSS Appendix D: [All Standards, All Students/Case Studies](#) for vignettes and explanations of the modifications.)*

- Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Use project-based science learning to connect science with observable phenomena.
- Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.
- Restructure lesson using UDL principals ([http://www.cast.org/our-work/about-udl.html#.VXmoXcfD\\_UA](http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA)).

## Unit 4: Changes to the Earth's Land

### Sample of Open Education Resources

#### [How Can Water Change the Shape of the Land?](#)

In this lesson plan children investigate water erosion. Students make a sand tower and observe the erosion as they drop water on it. Students observe, illustrate, and record notes about the process. Short videos and a read aloud also further support understanding of the Performance Expectation.

#### [How Can Wind Change the Shape of the Land?](#)

This lesson builds on another lesson created by Jeri Faber in which students discovered how water changes the earth. For this lesson, students take part in a teacher-led investigation to show how wind changes the land. The children use straws to blow on a small mound or hill of sand. As each child takes a turn, the other students record their detailed observations that will later be used to draw conclusions. Students also watch a short video on wind erosion and discuss the new learning with partners.

#### [Finding Erosion at Our School](#)

In this lesson, students walk around the school grounds, neighborhood, or another area of their community to locate evidence of erosion. Various problems caused by erosion are discussed and a solution is developed for one of the problems. This lesson is one in a series on erosion by Jeri Faber. A follow-up lesson is available where students compare their erosion design solutions.

### Teacher Professional Learning Resources

#### [Assessment for the Next Generation Science Standards](#)

The presenters were Joan Herman, Co-Director Emeritus of the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA; and Nancy Butler Songer, Professor of Science Education and Learning Technologies, University of Michigan.

Dr. Herman began the presentation by summarizing a report by the National Research Council on assessment for the Next Generation Science Standards (NGSS). She talked about the development of the report and shared key findings. Next, Dr. Songer discussed challenges for classroom implementation and provided examples of tasks that can be used with students to assess their proficiency on the NGSS performance expectations. Participants had the opportunity to submit questions and share their feedback in the chat.

View the [resource collection](#).

#### [NGSS Crosscutting Concepts: Patterns](#)

The presenter was Kristin Gunckel from the University of Arizona. Dr. Gunckel began the presentation by discussing how patterns fit in with experiences and explanations to make up scientific inquiry. Then she talked about the role of patterns in NGSS and showed how the crosscutting concept of patterns progresses across grade bands. After participants shared their ideas about using patterns in their own classrooms, Dr. Gunckel shared instructional examples from the elementary, middle school, and high school levels.

#### [NGSS Crosscutting Concepts: Structure and Function](#)

The presenters were Cindy Hmelo-Silver and Rebecca Jordan from Rutgers University. Dr. Hmelo-Silver and Dr. Jordan began the presentation by discussing the role of the crosscutting concept of structure and function within NGSS. They then asked participants to think about the example of a sponge and discuss in the chat how a sponge's structure relates to its function. The presenters introduced the Structure-Behavior-Function (SBF) theory and



talked about the importance of examining the relationships between mechanisms and structures. They also discussed the use of models to explore these concepts. Participants drew their own models for one example and shared their thoughts about using this strategy in the classroom.

### **ESS.2 NGSS Core Ideas: Earth's Systems**

The presenter was Jill Wertheim from National Geographic Society. The program featured strategies for teaching about Earth science concepts that answer questions such as "What regulates weather and climate?" and "What causes earthquakes and volcanoes?"

Dr. Wertheim began the presentation by introducing a framework for thinking about content related to Earth systems. She then showed learning progressions for each concept within the Earth's Systems disciplinary core idea and shared resources and strategies for addressing student preconceptions. Dr. Wertheim also talked about changes in the way NGSS addresses these ideas compared to previous common approaches.

### **Prior Learning**

#### **Kindergarten Unit 1: Pushes and Pulls**

- 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.
- Because there is always more than one possible solution to a problem, it is useful to compare and test designs.

### **Future Learning**

#### **Grade 3 Unit 7: Using Evidence to Understand Change in Environments**

- When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (*secondary*)

#### **Grade 4 Unit 1: Weathering and Erosion**

- Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around.

#### **Grade 4 Unit 2: Earth Processes**

- Testing a solution involves investigating how well it performs under a range of likely conditions. (*secondary*)

#### **Grade 4 Unit 7: Using Engineering Design with Force and Motion Systems**

- Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (*secondary*)
- Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (*secondary*)

#### **Grade 5 Unit 5: Earth Systems**

- Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the

landforms to determine patterns of weather.

### Connections to Other Units

#### Grade 2 Unit 1: Relationships in Habitats and Unit 2: Properties of Matter

- A situation that people want to change or create can be approached as a problem to be solved through engineering.
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- 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.
- 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.

### Modifications

*(Note: Teachers identify the modifications that they will use in the unit. See NGSS Appendix D: [All Standards, All Students/Case Studies](#) for vignettes and explanations of the modifications.)*

- Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Use project-based science learning to connect science with observable phenomena.
- Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.
- Restructure lesson using UDL principals ([http://www.cast.org/our-work/about-udl.html#.VXmoXcfD\\_UA](http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA)).

## Unit 5: Relationships in Habitats

### Sample of Open Education Resources

[Do Plants Need Sunlight?](#) Students will explore the importance sunlight for a plant's survival by conducting an investigation. Each group of students will cover parts of plants' leaves with black construction paper and make observations of the plant's leaves over several days. This lesson serves to model the process of investigation. The investigation will take 7 days to complete. Then students can remove the black paper, place the plants back in the sunlight, and view the leaves in a second investigation.

[Who Needs What?](#) Students identify the physical needs of animals. Through classroom discussion, students speculate on the needs of plants. With teacher guidance, students then design an experiment that can take place in the classroom to test whether or not plants need light and water in order to grow. Students conduct the associated activity in which sunflower seeds are planted in plastic cups, and once germinated, are exposed to different conditions. In the classroom setting, students test for the effects of light versus darkness, and watered versus non-watered conditions. During exposure of the plants to these different conditions, students measure growth of the seedlings every few days using non-standard measurement. After a few weeks, students compare the growth of plants exposed to the different conditions, and make pictorial bar graphs that demonstrate these comparisons. [I Scream, You Scream, We All Scream for Vanilla Ice Cream!](#)

In this lesson students design a vanilla plant pollinator. This is an end-of-the-unit task, taking about 3 days to complete. The students will view an amazing video that tells about the problems with pollinating vanilla by hand. The students pretend to be employees of Ben and Jerry's ice cream company and help to plan and design a pollinator for the vanilla plant so that the great vanilla flavored ice cream can continue to be produced. (This is the first of several lessons created by Jeri Faber on plant pollination at: [betterlessons.com/](http://betterlessons.com/) )

[Building and Testing Our Vanilla Plant Pollinator:](#) In previous lessons designed by Jeri Faber, students have learned about how animals help pollinate flowers. The students have also planned and designed their own vanilla plant pollinator. In this lesson, students use the engineering design process to build and test the plant pollinator they planned the day before in class.

[Two Scoops Are Better Than One:](#) This lesson is the second day of an end of the unit task to address the Performance Expectation: Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. This end of unit task is expected to take 3-4 days to complete. In the previous lesson (<http://betterlesson.com/lesson/628130/i-scream-you-scream-we-all-scream-for-vanilla-ice-cream>), the students were challenged to brainstorm their version of a vanilla flower pollinator. For this lesson, students work with a partner to choose and develop their engineering plans by drawing a diagram for a vanilla plant pollinator. They also create a list of materials needed for the task.

[Improving Our Vanilla Bean Pollinators:](#) This lesson is part of a series of lessons created by Jeri Faber on using the engineering design process to solve a problem. In the Ice Scream, You Scream We All Scream for Vanilla Ice Cream, the students were challenged to design a vanilla flower plant pollinator. For day 2, Two Scoops Are Better Than One, students worked with a partner to determine which design to build for their vanilla plant pollinator. For day 3, Building and Testing Our Vanilla Pollinators, the students constructed and tested the effectiveness of their pollinators based on the design plans. In this lesson, students improve their plant pollinator models and retest the pollinator's effectiveness.

[The Bug Chicks-Mission: Pollination \(Episode 5\):](#) The Bug Chicks' five minute video provides a fun, animated way of learning about the fascinating world of pollination and insects. In this video, the students observe interesting museums and habitats to look at lesser known insect pollinators. The student challenge at the end leads students

into their environment to look for other pollinators and encourages them to bring their observations back to the classroom to discuss.

### Teacher Professional Learning Resources

#### [Teaching NGSS in Elementary School—Second Grade](#)

The presenters were Carla Sembal-Saul, Professor of Science Education at Penn State University, Mary Starr, Executive Director at Michigan Mathematics and Science Centers Network, and Kathy Renfrew, K-5 Science Coordinator, VT Agency of Education and NGSS Curator introduced the NGSS Web seminar Series for K-5 educators.

The seminar was introduced by Ted Willard, NSTA's Director for NGSS, on how Elementary School standards - and specifically for the Second Grade - fit into the framework in terms of core ideas and performance expectations. Carla, Mary and Kathy engaged with participants to gauge their familiarity with NGSS for the second grade, and provided a number of example activities and videos on how to implement it, e.g., explaining how solids and liquids respond in the presence of a heat source. The web seminar was then wrapped up by Ted Willard, who suggested a number of resources and events for participants to further develop their understanding of NGSS for the Second Grade, as well as other grade levels.

Visit the resource [collection](#).

#### [NSTA Web Seminar: Teaching NGSS in K-5: Constructing Explanations from Evidence](#)

Carla Zembal-Saul, Mary Starr, and Kathy Renfrew, provided an overview of the NGSS for K-5th grade. The web seminar focused on the three dimensional learning of the NGSS, while introducing CLAIMS-EVIDENCE-REASONING (CER) as a framework for introducing explanations from evidence. The presenters highlighted and discussed the importance of engaging learners with phenomena, and included a demonstration on using a KLEWS chart to map the development of scientific explanations of those phenomena.

To view related resources, visit the [resource collection](#).

#### [NGSS Core Ideas: Earth's Systems](#)

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Dr. Wertheim began the presentation by introducing a framework for thinking about content related to Earth systems. She then showed learning progressions for each concept within the Earth's Systems disciplinary core idea and shared resources and strategies for addressing student preconceptions. Dr. Wertheim also talked about changes in the way NGSS addresses these ideas compared to previous common approaches. Participants had the opportunity to submit questions and share their feedback in the chat.

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#### **Kindergarten Unit 4: Basic Needs of Living Things**

- Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.
- All animals need food in order to live and grow. They obtain their food from plants or from other animals.

Plants need water and light to live and grow.

### Future Learning

#### Grade 3 Unit 6: Organisms and the Environment

- For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.

#### Grade 3 Unit 7: Using Evidence to Understand Change in the Environment

- Populations live in a variety of habitats, and change in those habitats affects the organisms living there.

#### Grade 5 Unit 3: Energy and Matter in Ecosystems

- Plants acquire their material for growth chiefly from air and water.
- The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as “decomposers.” Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem.

### Connections to Other Units

The following connections to disciplinary core ideas in Engineering, Technology, and Applications of Science occur in **Unit 2, Properties of Matter**, and **Unit 5, Changes to Earth’s Land**.

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