Beach Haven School District

Science Curriculum

Grade 2

Original Adoption: September 12, 2016
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Revised on: June 22, 2022
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Proposed Revision Date: Summer 2025

Recommended Pacing Guide	
Unit 1: Engineering Design Process	**40 days- ongoing**
Unit 2: Matter	**30 days- ongoing**
Unit 3: Environments for Living Things	**40 days- ongoing**
Unit 4: Earth's Surface	**40 days- ongoing**
Unit 5: Changes to Earth's Surface	**30 days- ongoing**

Unit 1: Engineering Design Process	**Duration: 40 days- ongoing**

Standards/Learning Targets

New Jersey Student Learning Standards:

• K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

• K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

• K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs

Correlation Chart
EDI

Performance Expectation	
K-2- ETS1-1- Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	
Science and Engineering Practices	**Disciplinary Core Ideas**

Asking Questions and Defining Problems- ● Ask questions based on observations to find more information about the natural and/or designed world(s). ● Define a simple problem that can be solved through the development of a new or improved object or tool.	**ETS1.A: Defining and Delimiting Engineering Problems-** ● 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.
Crosscutting Concepts	**Learning Objectives**
Cause and Effect: Simple tests can be designed to gather evidence to support or refute student ideas about causes. (2-PS1-2)	● Students ask questions and make observations to gather information about a situation that people want to change. Students' questions, observations, and information gathering are focused on: ○ A given situation that people wish to change. ○ Why people want the situation to change. ○ The desired outcome of changing the situation. ● Students' questions are based on observations and information gathered about scientific phenomena that are important to the situation. ● Students use the information they have gathered, including the answers to their questions, observations they have made, and scientific information, to describe the situation people want to change in terms of a simple problem that can be solved with the development of a new or improved object or tool. ● With guidance, students describe the desired features of the tool or object that would solve the problem, based on scientific information, materials available, and potential related benefits to people and other living things.

Performance Expectation	
K-2- ETS1-2- Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	
Science and Engineering Practices	**Disciplinary Core Ideas**
Developing and Using Models-	**ETS1.B: Developing Possible Solutions-**

• Develop a simple model based on evidence to represent a proposed object or tool.	• Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's
Crosscutting Concepts	**Learning Objectives**

Structure and Function-
• The shape and stability of structures of natural and designed objects are related to their function(s).
	• Students develop a representation of an object and the problem it is intended to solve. In their representation, students include the following components:
	  ○ The object
	  ○ The relevant shape(s) of the object.
	  ○ The function of the object.
	• Students use sketches, drawings, or physical models to convey their representations.
	• Students identify relationships between the components in their representation, including:
	  ○ The shape(s) of the object and the object's function.
	  ○ The object and the problem is it designed to solve.
	• Students use their representation (simple sketch, drawing, or physical model) to communicate the connections between the shape(s) of an object, and how the object could solve the problem.

Performance Expectation	
K-2- ETS1-3- Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	
Science and Engineering Practices	**Disciplinary Core Ideas**
Analyzing and Interpreting Data- • Analyze data from tests of an object or tool to determine if it works as intended.	**ETS1.C: Optimizing the Design Solution-** • Because there is always more than one possible solution to a problem, it is useful to compare and test designs.
Crosscutting Concepts	**Learning Objectives**
Patterns: Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence (1-LS1-2)	• With guidance, students use graphical displays (e.g., tables, pictographs, line plots) to organize given data from tests of two objects, including data about the features and relative performance of each solution. • Students use their organization of the

	data to find patterns in the data, including: ○ How each of the objects performed, relative to: ■ The other object. ■ The intended performance ○ How various features of the objects relate to their performance ● Students use the patterns they found in object performance to describe: ○ The way each object will solve the problem ○ The strengths and weaknesses of each design. ○ Which object is better suited to the desired function, if both solve the problem.

Primary Interdisciplinary Connections:

- ELA: SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- Engineering Units are embedding throughout

Technology

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Suggested Accommodations

English Language Learners:

- Provide pictures and well labeled models
- Speak slowly and gesture when necessary
- Pre-teach vocabulary words
- Extended time on assessments
- Small group for assessment
- Review Vocabulary
- Allow for alternate responses during activities and assessments

Special Education/Students with Disabilities:

- Follow specific IEP accommodations and modifications
- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during experiments to help refocus
- Allow alternate assignments and assessments

504 Plans:

- Follow specific 504 accommodations and modifications
- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during experiments to help refocus
- Allow alternate assignments and assessments

Gifted and Talented:

- Open ended questions to activate higher level thinking
- Higher level texts
- Alternative modes of communication
- Student developed extension activities
- Plan self directed inquiry
- Student created rubrics
- Curriculum compacting
- Opportunities to push assessment/activity boundaries

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during experiments to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose.
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach study skills
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor

- Support verbal explanations with non verbal cues: Gestures/ facial expressions Props, realia, manipulatives, concrete materials Visuals, graphs, pictures, maps
- Provide positive praise to increase motivation
- Provide real world connections and emphasize the value of education
- Communicate high expectations for the success of all students

Evidence of Student Learning

Formative Tasks:
- Graphic Organizers & Guided Note Taking
- Directed Reading
- Cooperative Group Learning
- Journal Entries

Alternative Assessments:
- Group Work/Class Discussion Rubric
- Guided Observations
- Questions Starters
- Participation Rubric
- Modified Tests/Quizzes/Classwork
- Mystery Science Activities
- Performance Tasks
- Self-assessment

Summative Assessments:
- Associated Unit tests, quizzes
- Labs and engineering based projects

Benchmark Assessments:
- Pre-Unit Assessments
- On-the-fly Assessments

Knowledge & Skills

Enduring Understandings:
- Engineers test their designs to find out whether they meet their design goals.
- The shape and stability of structures of natural and designed objects are related to their function(s).
- 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.

Essential Questions:
- How are asking questions, gathering information, and making observation helpful when thinking about problems?
- How does sketching or creating a model to illustrate its shape help solve a given problem?
- How does testing a model determine its strengths and weaknesses in solving a given problem?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:
- HMH Science Dimensions Workbook
- See hands on activities embedded in HMH Science Dimensions

Varied Levels of Text:
- Count on Me by Miguel Tanco

• https://www.brainpop.com/science/ • https://betterlesson.com/browse/next_gen_science • https://ngss.nsta.org/Classroom-Resources.aspx • mysteryscience.com • https://betterlesson.com/lesson/640745/finding-erosion-at-our-school • (See lessons) https://docs.google.com/document/d/10LrpNR__-A5nLYNpRkCMUOMXOIglhZ8AYmoI9RaMORs/edit#	• A Computer Called Katherine by Suzanna Slade & Veronica Miller • *Building a House* by Byron Barton • *Engineering the ABC's: How Engineers Shape Our World* by Patty O'Brien Novak • *Janice VanCleave's Engineering for Every Kid: Easy Activities That Make Learning Science Fun* by Janice VanCleave • *Three Billy Goats Gruff* by Peter Christen Asbjørnsen • *How Things Work: 100 Ways Parents and Kids Can Share the Secrets of Technology* by Neil Ardley

Unit 2: Matter	**Duration: 30 days- ongoing**

Standards/Learning Targets

New Jersey Student Learning Standards:

• 2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. [Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.]

• 2-PS1-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. [Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.] [Assessment Boundary: Assessment of quantitative measurements is limited to length.]

• 2-PS1-3 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. [Clarification Statement: Examples of pieces could include blocks, building bricks, or other assorted small objects.]

• 2-PS1-4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. [Clarification Statement: 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, and heating paper.]

Performance Expectation	
2-PS1-1- Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. [Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.]	
Science and Engineering Practices	**Disciplinary Core Ideas**

Planning and Carrying Out Investigations ● Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions. ● Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.(2-PS1-1)	**PS1.A: Structure and 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. (2-PS1-1)
Crosscutting Concepts	**Learning Objectives**
Patterns ● Patterns in the natural and human designed world can be observed. (2-PS1-1)	● Students identify and describe the phenomenon under investigation, which includes the following idea: different kinds of matter have different properties, and sometimes the same kind of matter has different properties depending on temperature. ● Students identify and describe the purpose of the investigation, which includes answering a question about the phenomenon under investigation by describing and classifying different kinds of materials by their observable properties. ● Students collaboratively develop an investigation plan and describe the evidence that will be collected, including the properties of matter of the materials that would allow for classification, and the temperature at which those properties are observed. ● Students individually describe that: ○ The observations of the materials provide evidence about the properties of different kinds of materials. ○ Observable patterns in the properties of materials provide evidence to classify the different kinds of materials. ● In the collaboratively developed investigation plan, students include: ○ Which materials will be described and classified. ○ Which materials will be observed at different temperatures, and how those temperatures will be determined and measured. ○ How the properties of the materials will be determined. ○ How the materials will be classified by

	the pattern of the properties. ● Students individually describe how the properties of materials, and the method for classifying them, are relevant to answering the question. ● According to the developed investigation plan, students collaboratively collect and record data on the properties of the materials.

Performance Expectation	
2-PS1-2- Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.* [Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.] [Assessment Boundary: Assessment of quantitative measurements is limited to length.]	
Science and Engineering Practices	**Disciplinary Core Ideas**
Analyzing and Interpreting Data ● Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations. Analyze data from tests of an object or tool to determine if it works as intended.	**PS1.A: Structure and Properties of Matter** ● Different properties are suited to different purposes.
Crosscutting Concepts	**Learning Objectives**
Cause and Effect ● Simple tests can be designed to gather evidence to support or refute student ideas about causes.	● Using graphical displays, students use the given data from tests of different materials to organize those materials by their properties ● Students describe relationships between materials and their properties ● Students identify and describe relationships between properties of materials and some potential uses purpose ● Students describe which properties allow a material to be well suited for a given intended use. ● Students use their organized data to support or refute their ideas about which properties of materials allow the object or tool to be best suited for the given intended purpose relative to the other given objects/tools. ● Students describe how the given data from the test provided evidence of the suitability of different materials for the intended purpose.

Performance Expectation	
2-PS1-3- 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. [Clarification Statement: Examples of pieces could include blocks, building bricks, or other assorted small objects.]	
Science and Engineering Practices	**Disciplinary Core Ideas**
Constructing Explanations and Designing Solutions -Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions. ● Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.	**PS1.A: Structure and Properties of Matter** ● Different properties are suited to different purposes. ● A great variety of objects can be built up from a small set of pieces.
Crosscutting Concepts	**Learning Objectives**
Energy and Matter ● Objects may break into smaller pieces and be put together into larger pieces, or change shapes.	● Students articulate a statement that relates the given phenomenon to a scientific idea, including that an object made of a small set of pieces can be disassembled and made into a new object. ● Students use evidence and reasoning to construct an evidence-based account of the phenomenon. ● Students describe evidence from observations (firsthand or from media), including: ○ The characteristics ○ That the original object was disassembled into pieces. ○ That the pieces were reassembled into a new object or objects. ○ The characteristics ● Students use reasoning to connect the evidence to support an explanation. Students describe* a chain of reasoning that includes: ○ The original object was disassembled into its pieces and is reassembled into a new object or objects. ○ Many different objects can be built from the same set of pieces. ○ Compared to the original object, the new object or objects can have different characteristics, even though they were made of the same set of pieces.

Performance Expectation	
2-PS1-4- Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. [Clarification Statement: 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, and heating paper.]	
Science and Engineering Practices	**Disciplinary Core Ideas**
Engaging in Argument from Evidence -Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s). ● Construct an argument with evidence to support a claim	**PS1.B: Chemical Reactions** ● Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not.
Crosscutting Concepts	**Learning Objectives**
Cause and Effect ● Events have causes that generate observable patterns.	● Students make a claim to be supported about a phenomenon. In their claim, students include the idea that some changes caused by heating or cooling can be reversed and some cannot. ● Students describe the given evidence, including: ○ The characteristics of the material before heating or cooling. ○ The characteristics of the material after heating or cooling. ○ The characteristics of the material when the heating or cooling is reversed. ● Students evaluate the evidence to determine: ○ The change in the material after heating. ○ Whether the change in the material after heating is reversible. ○ The change in the material after cooling. ○ Whether the change in the material after cooling is reversible. ● Students describe whether the given evidence supports the claim and whether additional evidence is needed. ● Students use reasoning to connect the evidence to the claim. Students describe the following chain of reasoning: ○ Some changes caused by heating

	or cooling can be reversed by cooling or heating.

3D Unit Statement:

- Students investigate and then analyze and interpret data to determine different properties of materials (patterns, cause and effect). This informs the design of a glue mixture with a combination of desired properties that make it best suited for classroom use.

Primary Interdisciplinary Connections:

- ELA: SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- Engineering Units are embedding throughout

Technology

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
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Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
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21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Suggested Accommodations

English Language Learners:

- Provide pictures and well labeled models
- Speak slowly and gesture when necessary
- Pre-teach vocabulary words
- Extended time on assessments
- Small group for assessment
- Review Vocabulary
- Allow for alternate responses during activities and assessments

Special Education/Students with Disabilities:

- Follow specific IEP accommodations and modifications
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Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose.
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach study skills
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Support verbal explanations with non verbal cues: Gestures/ facial expressions Props, realia, manipulatives, concrete materials Visuals, graphs, pictures, maps
- Provide positive praise to increase motivation
- Provide real world connections and emphasize the value of education
- Communicate high expectations for the success of all students

Evidence of Student Learning	
Formative Tasks: ● Cooperative group learning ● Exit slips	**Alternative Assessments:** ● Performance Tasks ● Student created models

• Analysis of student work • Teacher observations • Self-reflection • Science journals	• Written/verbal explanations • Peer assessment • Self-assessment
Summative Assessments: • Associated unit tests, quizzes • Labs and engineering based projects • Student created models	**Benchmark Assessments:** • Pre-Unit Assessments • On-the-fly Assessments
Knowledge & Skills	
Enduring Understandings: • Properties include how materials smell, look, taste, feel sound. • Different materials have different properties. • You can tell if materials and substances are different by observing their properties or by testing them. • Properties of mixtures can change when other ingredients are added. • Properties of substances are the same whether you have a small amount or a large amount. • When a substance is heated or cooled, its properties can change. • Some substances change back to the way they were before they were heated or cooled. • If a substance doesn't change back to the way it was, it has become a different substance. • Mixtures may have a combination of the properties of their ingredients. • Mixtures may have some of the properties of their ingredients. • Mixtures can be designed for certain purposes by using ingredients with certain properties.	**Essential Questions:** • What can be noticed about different materials? • How can you tell if substances are different? • How can the properties of a mixture change? • Which ingredients should we use (or not use) in our glue? • What can happen after a substance has been heated or cooled and returns to its original temperature? • How can mixtures be designed to have certain properties?
Core Instructional & Supplemental Materials	
Suggested Activities/Resources: • HMH Science Dimensions Workbook • See hands on activities embedded in HMH Science Dimensions • https://www.brainpop.com/science/ • https://betterlesson.com/browse/next_gen_science • https://ngss.nsta.org/Classroom-Resources.aspx	**Varied Levels of Text:** • What is Rain Boots Were Made of Paper? • Can You Change it Back? • Jess Makes Hair Gel • Jelly Bean Engineer • The Handbook of Interesting Ingredients

Unit 3: Environments for Living Things	**Duration: 40 days- ongoing**

Standards/Learning Targets

New Jersey Student Learning Standards:

- 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats. [Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.] [Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.]

- 2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow. [Assessment Boundary: Assessment is limited to testing one variable at a time.]

- 2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

Performance Expectation

2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow. [Assessment Boundary: Assessment is limited to testing one variable at a time.]

Science and Engineering Practices	Disciplinary Core Ideas
Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions. ● Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.	**LS2.A: Interdependent Relationships in Ecosystems** ● Plants depend on water and light to grow.
Crosscutting Concepts	**Learning Objectives**
Cause and Effect ● Events have causes that generate observable patterns.	● With guidance, students use graphical displays (e.g., tables, pictographs, line plots) to organize given data from tests of two objects, including data about the features and relative performance of each solution. ● Students describe the evidence to be collected, including: ○ Plant growth with both light and water. ○ Plant growth without light but with water. ○ Plant growth without water but with light ○ Plant growth without water and without light. ● Students describe how the evidence will allow them to determine whether plants need light and water to grow.

	● Students collaboratively develop an investigation plan. In the investigation plan, students describe the features to be part of the investigation, including: ○ The plants to be used ○ The source of light ○ How plants will be kept with/without light in both the light/dark test and the water/no water test. ○ The amount of water plants will be given in both the light/dark test and the water/no water test ○ How plant growth will be determined (e.g., observations of plant height, number and size of leaves, thickness of the stem, number of branches). ● Students individually describe how this plan allows them to answer the question. ● According to the investigation plan developed, students collaboratively collect and record data on the effects on plant growth by: ○ Providing both light and water ○ Withholding light but providing water ○ Withholding water but providing light ○ Withholding both water and light.

Performance Expectation	
2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.	
Science and Engineering Practices	**Disciplinary Core Ideas**
Developing and Using Models Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions. ● Develop a simple model based on evidence to represent a proposed object or tool.	**LS2.A: Interdependent Relationships in Ecosystems** ● Plants depend on animals for pollination or to move their seeds around. **ETS1.B: Developing Possible Solutions** ● 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)
Crosscutting Concepts	**Learning Objectives**
Structure and Function	● Students develop a simple model that mimics the function of an animal in seed dispersal or pollination of plants. Students

● The shape and stability of structures of natural and designed objects are related to their function(s).	identify the relevant components of their model, including those components that mimic the natural structure of an animal that helps it disperse seeds or that mimic the natural structure of an animal that helps it pollinate plants. The relevant components of the model include: ○ Relevant structures of the animal. ○ Relevant structures of the plant. ○ Pollen or seeds from plants. ● In the model, students describe relationships between components, including evidence that the developed model mimics how plant and animal structures interact to move pollen or disperse seeds. ○ Students describe the relationships between components that allow for movement of pollen or seeds ○ Students describe the relationships between the parts of the model they are developing and the parts of the animal they are mimicking. ● Students use the model to describe: ○ How the structure of the model gives rise to its function ○ Structure-function relationships in the natural world that allow some animals to disperse seeds or pollinate plants.

Performance Expectation	
2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats. [Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.] [Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.]	
Science and Engineering Practices	**Disciplinary Core Ideas**
Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions. ● Make observations (firsthand or from media) to collect data which can be used to make comparisons.	**LS4.D: Biodiversity and Humans** ● There are many different kinds of living things in any area, and they exist in different places on land and in water.
Crosscutting Concepts	**Learning Objectives**

Patterns: Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence (1-LS1-2)	• Students identify and describe the phenomenon and purpose of the investigation, which includes comparisons of plant and animal diversity of life in different habitats
	• Based on the given plan for the investigation, students describe the following evidence to be collected:
	  ○ Descriptions* based on observations of habitats, including land habitats and water habitats.
	  ○ Descriptions based on observations of different types of living things in each habitat.
	  ○ Comparisons of the different types of living things that can be found in different habitats.
	• Students describe how these observations provide evidence for patterns of plant and animal diversity across habitats.
	• Based on the given investigation plan, students describe how the different plants and animals in the habitats will be observed, recorded, and organized.
	• Students collect, record, and organize data on different types of plants and animals in the habitats.

Performance Expectation	
2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area. [Assessment Boundary: Assessment does not include quantitative scaling in models.]	
Science and Engineering Practices	**Disciplinary Core Ideas**
Developing and Using Models Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions. • Develop a model to represent patterns in the natural world.	**ESS2.B: Plate Tectonics and Large Scale System Interactions** • Maps show where things are located. One can map the shapes and kinds of land and water in any area.
Crosscutting Concepts	**Learning Objectives**
Patterns • Patterns in the natural world can be observed.	• Students develop a model that identifies the relevant components, including components that represent both land and bodies of water in an area. • In the model, students identify and describe relationships between components using a

	representation of the specific shapes and kinds of land and specific bodies of water within a given area. ● Students use the model to describe the patterns of water and land in a given area. ● Students describe that because they can map the shapes and kinds of land and water in any area, maps can be used to represent many different types of areas.

Primary Interdisciplinary Connections:

- ELA: SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- Engineering Units are embedding throughout

Technology

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Suggested Accommodations

English Language Learners:

- Provide pictures and well labeled models
- Speak slowly and gesture when necessary
- Pre-teach vocabulary words
- Extended time on assessments
- Small group for assessment
- Review Vocabulary
- Allow for alternate responses during activities and assessments

Special Education/Students with Disabilities:

- Follow specific IEP accommodations and modifications
- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during experiments to help refocus
- Allow alternate assignments and assessments

504 Plans:

- Follow specific 504 accommodations and modifications

- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during experiments to help refocus
- Allow alternate assignments and assessments

Gifted and Talented:

- Open ended questions to activate higher level thinking
- Higher level texts
- Alternative modes of communication
- Student developed extension activities
- Plan self directed inquiry
- Student created rubrics
- Curriculum compacting
- Opportunities to push assessment/activity boundaries

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during experiments to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose.
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach study skills
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Support verbal explanations with non verbal cues: Gestures/ facial expressions Props, realia, manipulatives, concrete materials Visuals, graphs, pictures, maps
- Provide positive praise to increase motivation
- Provide real world connections and emphasize the value of education
- Communicate high expectations for the success of all students

Evidence of Student Learning

Formative Tasks:
- Cooperative group learning
- Exit slips
- Analysis of student work
- Teacher observations
- Self-reflection
- Science journals

Alternative Assessments:
- Performance Tasks
- Student created models
- Written/verbal explanations
- Peer assessment
- Self-assessment

Summative Assessments:
- Associated unit tests, quizzes
- Labs and engineering based projects
- Student created models

Benchmark Assessments:
- Pre-Unit Assessments
- On-the-fly Assessments

Knowledge & Skills

Enduring Understandings:
- One way scientists study habitats is by observing the plants in them over time.
- There are many types of habitats. Each habitat has many different types of plants and animals.
- Plants make seeds that can grow into new plants.
- Only seeds that get enough sunlight and water sprout and grow into full-grown plants.
- Plants have leaves that get sunlight. Plants have roots that get water from the soil.
- Without enough space, plants can't get the sunlight and water they need to grow.
- Leaves need space to get sunlight. Roots need space in the soil to get water.
- Animals sometimes disperse seeds by eating fruit, moving to another place, and leaving droppings with the seeds inside.
- Before they investigate, scientists decide how they will measure the thing they want to learn about.
- Some plants depend on animals to disperse their seeds. These animals depend on the plants for food.

Essential Questions:
- How do scientists study habitats?
- How do new plants grow?
- How do plants get the sunlight and water they need to grow?
- Why can't plants get the sunlight and water they need to grow?
- How can seeds get to new places in their habitats?
- How are other seeds in the reserve able to get to places where they can grow?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:
- HMH Science Dimensions Workbook
- See hands on activities embedded in HMH Science Dimensions
- https://www.brainpop.com/science/
- https://betterlesson.com/browse/next_gen_science
- https://ngss.nsta.org/Classroom-Resources.aspx
- https://ngl.cengage.com/assets/html/ngss/
- mysteryscience.com

Varied Levels of Text:
- Over and Under the Pond by Kate Messner, illustrated by Christopher Silas Neal
- My Nature Notebook
- A Plant is a System
- Habitat Scientist
- Investigating Seeds
- Handbook of Habitats

Unit 4: Earth's Surface	Duration: 40 days- ongoing

Standards/Learning Targets

New Jersey Student Learning Standards"

- 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly. [Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slow

Performance Expectation

2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly. [Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.] [Assessment Boundary: Assessment does not include quantitative measurements of timescales.]

Science and Engineering Practices	Disciplinary Core Ideas
Constructing Explanations and Designing Solutions -Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions. ● Make observations from several sources to construct an evidence based account for natural phenomena	**ESS1.C: The History of Planet Earth** ● Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe.
Crosscutting Concepts	**Learning Objectives**
Stability and Change ● Things may change slowly or rapidly.	● Students articulate a statement that relates the given phenomenon to a scientific idea, including that Earth events can occur very quickly or very slowly. ● Students use evidence and reasoning to construct an evidence-based account of the phenomenon. ● Students describe the evidence from observations, including: ○ That some Earth events occur quickly ○ That some Earth events occur slowly ○ Some results of Earth events that occur quickly ○ Some results of Earth events that occur very slowly ○ The relative amount of time it takes for the given Earth events to occur ● Students make observations using at least three sources

	● Students use reasoning to logically connect the evidence to construct an evidence-based account. Students describe their reasoning, including: ○ In some cases, Earth events and the resulting changes can be directly observed; therefore those events must occur rapidly. ○ In other cases, the resulting changes of Earth events can be observed only after long periods of time; therefore these Earth events occur slowly, and change happens over a time period that is much longer than one can observe.

Performance Expectation	
2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.*[Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.]	
Science and Engineering Practices	**Disciplinary Core Ideas**
Constructing Explanations and Designing Solutions- Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions. ● Compare multiple solutions to a problem.	**ESS2.A: Earth Materials and Systems** ● Wind and water can change the shape of the land. **ETS1.C: Optimizing the Design Solution** ● Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (secondary)
Crosscutting Concepts	**Learning Objectives**
Stability and Change ● Things may change slowly or rapidly.	● Students describe the given problem, which includes the idea that wind or water can change the shape of the land by washing away soil or sand. ● Students describe at least two given solutions in terms of how they slow or prevent wind or water from changing the shape of the land. ● Students describe the specific expected or required features for the solutions that would solve the given problem, including: ○ Slowing or preventing wind or water from washing away soil or sand. ○ Addressing problems created by both slow and rapid changes in the environment ● Students evaluate each given solution

	against the desired features to determine and describe whether and how well the features are met by each solution. ● Using their evaluation, students compare the given solutions to each other.

Performance Expectation	
2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area. [Assessment Boundary: Assessment does not include quantitative scaling in models.]	
Science and Engineering Practices	**Disciplinary Core Ideas**
Developing and Using Models Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions. ● Develop a model to represent patterns in the natural world.	**ESS2.B: Plate Tectonics and Large Scale System Interactions** ● Maps show where things are located. One can map the shapes and kinds of land and water in any area.
Crosscutting Concepts	**Learning Objectives**
Patterns ● Patterns in the natural world can be observed.	● Students develop a model. ● In the model, students identify and describe relationships between components using a representation of the specific shapes and kinds of land within a given area. ● Students use the model to describe the patterns of water and land in a given area ● Students describe that because they can map the shapes and kinds of land and water in any area, maps can be used to represent many different types of areas.

Performance Expectation	
2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.	
Science and Engineering Practices	**Disciplinary Core Ideas**
Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information. ● Obtain information using various texts, text features (e.g., headings, tables of contents,	**ESS2.C: The Roles of Water in Earth's Surface Processes** ● Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form.

glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question.	
Crosscutting Concepts	**Learning Objectives**
Patterns ● Patterns in the natural world can be observed.	● Students use books and other reliable media as sources for scientific information to answer scientific questions about: ○ Where water is found on Earth, including in oceans, rivers, lakes, and ponds. ○ The idea that water can be found on Earth as liquid water or solid ice ○ Patterns of where water is found, and what form it is in. ● Students identify which sources of information are likely to provide scientific information

3D Unit Statements:
Students use models to investigate how wind and water cause changes to landforms (cause and effect). They figure out that erosion causes small changes to landforms, which add up to big changes over long periods of time and that landforms made of loose materials can erode much more quickly (scale, proportion, and quantity; stability and change). Throughout the unit, students create diagram models and write explanations to show their developing understanding.

Primary Interdisciplinary Connections:
- ELA: SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- Engineering Units are embedding throughout

Technology
- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Career Ready Practices:
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:
- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Suggested Accommodations

English Language Learners:
- Provide pictures and well labeled models

- Speak slowly and gesture when necessary
- Pre-teach vocabulary words
- Extended time on assessments
- Small group for assessment
- Review Vocabulary
- Allow for alternate responses during activities and assessments

Special Education/Students with Disabilities:

- Follow specific IEP accommodations and modifications
- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during experiments to help refocus
- Allow alternate assignments and assessments

504 Plans:

- Follow specific 504 accommodations and modifications
- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during experiments to help refocus
- Allow alternate assignments and assessments

Gifted and Talented:

- Open ended questions to activate higher level thinking
- Higher level texts
- Alternative modes of communication
- Student developed extension activities
- Plan self directed inquiry
- Student created rubrics
- Curriculum compacting
- Opportunities to push assessment/activity boundaries

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during experiments to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose.
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers

- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach study skills
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Support verbal explanations with non verbal cues: Gestures/ facial expressions Props, realia, manipulatives, concrete materials Visuals, graphs, pictures, maps
- Provide positive praise to increase motivation
- Provide real world connections and emphasize the value of education
- Communicate high expectations for the success of all students

Evidence of Student Learning	
Formative Tasks: ● Cooperative group learning ● Exit slips ● Analysis of student work ● Teacher observations ● Self-reflection ● Science journals	**Alternative Assessments:** ● Performance Tasks ● Student created models ● Written/verbal explanations ● Peer assessment ● Self-assessment ● Critical Juncture Assessments
Summative Assessments: ● Associated unit tests, quizzes ● Labs and engineering based projects ● Student created models	**Benchmark Assessments:** ● Pre-Unit Assessments ● On-the-fly Assessments
Knowledge & Skills	
Enduring Understandings: ● Landforms are made of rock. ● Even if geologists can't see a change happening, they can use models to visualize how it may have happened. ● Even though rock is hard, it can change shape. ● The shape of a landform changes when water causes pieces of a rock to break off. ● Water hitting a landform causes tiny pieces of the landform to break off. ● Scientists make diagrams to show their ideas about how the world works, based on evidence from investigations, models, and books. ● Maps show where water and land are and where different landforms are. ● Many small changes that are hard to notice can add up to a bigger change that is easy to notice. ● When many small changes happen over a long time, the whole landform changes. ● Wind and water can erode a landform quickly if the landform is made of loose materials.	**Essential Questions:** ● What are landforms made of? ● How do geologists figure out how something changed when they can't observe it changing? ● What can make landforms change? ● How could water change a landform even though landforms are made of hard rock? ● If erosion moves small pieces of rock, how can it cause a big change? ● How can landforms erode quickly?

Core Instructional & Supplemental Materials	
Suggested Activities/Resources: • HMH Science Dimensions Workbook • See hands on activities embedded in HMH Science Dimensions • https://www.brainpop.com/science/ • https://betterlesson.com/browse/next_gen_science • https://ngss.nsta.org/Classroom-Resources.aspx • https://ngl.cengage.com/assets/html/ngss/ • mysteryscience.com	**Varied Levels of Text:** • Landform Postcards • Gary's Sand Journal • Making Models of Streams • What's Stronger? How Water Causes Erosion • Handbook of Land and Water

Unit 5: Changes to Earth's Surface	Duration: 30 days- ongoing

Standards/Learning Targets

New Jersey Student Learning Standards:

• 2-ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. [Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.]

• 2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area. [Assessment Boundary: Assessment does not include quantitative scaling in models.]

• 2-ESS2-3 Obtain information to identify where water is found on Earth and that it can be solid or liquid.

Performance Expectation

2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly. [Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.] [Assessment Boundary: Assessment does not include quantitative measurements of timescales.]

Science and Engineering Practices	Disciplinary Core Ideas
Constructing Explanations and Designing Solutions -Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions. • Make observations from several sources to construct an evidence based account for natural phenomena	**ESS1.C: The History of Planet Earth** • Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe.
Crosscutting Concepts	**Learning Objectives**

Stability and Change ● Things may change slowly or rapidly.	● Students articulate a statement that relates the given phenomenon to a scientific idea, including that Earth events can occur very quickly or very slowly. ● Students use evidence and reasoning to construct an evidence-based account of the phenomenon. ● Students describe the evidence from observations, including: ○ That some Earth events occur quickly ○ That some Earth events occur slowly ○ Some results of Earth events that occur quickly ○ Some results of Earth events that occur very slowly ○ The relative amount of time it takes for the given Earth events to occur ● Students make observations using at least three sources ● Students use reasoning to logically connect the evidence to construct an evidence-based account. Students describe their reasoning, including: ○ In some cases, Earth events and the resulting changes can be directly observed; therefore those events must occur rapidly. ○ In other cases, the resulting changes of Earth events can be observed only after long periods of time; therefore these Earth events occur slowly, and change happens over a time period that is much longer than one can observe.

Performance Expectation	
2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.*[Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.]	
Science and Engineering Practices	**Disciplinary Core Ideas**
Constructing Explanations and Designing Solutions- Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions. ● Compare multiple solutions to a problem.	**ESS2.A: Earth Materials and Systems** ● Wind and water can change the shape of the land. **ETS1.C: Optimizing the Design Solution** ● Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (secondary)

Crosscutting Concepts	Learning Objectives
Stability and Change ● Things may change slowly or rapidly.	● Students describe the given problem, which includes the idea that wind or water can change the shape of the land by washing away soil or sand. ● Students describe at least two given solutions in terms of how they slow or prevent wind or water from changing the shape of the land. ● Students describe the specific expected or required features for the solutions that would solve the given problem, including: ○ Slowing or preventing wind or water from washing away soil or sand. ○ Addressing problems created by both slow and rapid changes in the environment ● Students evaluate each given solution against the desired features to determine and describe whether and how well the features are met by each solution. ● Using their evaluation, students compare the given solutions to each other.

Performance Expectation	
2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area. [Assessment Boundary: Assessment does not include quantitative scaling in models.]	
Science and Engineering Practices	**Disciplinary Core Ideas**
Developing and Using Models Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions. ● Develop a model to represent patterns in the natural world.	**ESS2.B: Plate Tectonics and Large Scale System Interactions** ● Maps show where things are located. One can map the shapes and kinds of land and water in any area.
Crosscutting Concepts	**Learning Objectives**
Patterns ● Patterns in the natural world can be observed.	● Students develop a model. ● In the model, students identify and describe relationships between components using a representation of the specific shapes and kinds of land within a given area. ● Students use the model to describe the patterns of water and land in a given area

	● Students describe that because they can map the shapes and kinds of land and water in any area, maps can be used to represent many different types of areas.

Performance Expectation	
2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.	
Science and Engineering Practices	**Disciplinary Core Ideas**
Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information. ● 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.	**ESS2.C: The Roles of Water in Earth's Surface Processes** ● Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form.
Crosscutting Concepts	**Learning Objectives**
Patterns ● Patterns in the natural world can be observed.	● Students use books and other reliable media as sources for scientific information to answer scientific questions about: ○ Where water is found on Earth, including in oceans, rivers, lakes, and ponds. ○ The idea that water can be found on Earth as liquid water or solid ice ○ Patterns of where water is found, and what form it is in. ● Students identify which sources of information are likely to provide scientific information

3D Unit Statements:
Students use models to investigate how wind and water cause changes to landforms (cause and effect). They figure out that erosion causes small changes to landforms, which add up to big changes over long periods of time and that landforms made of loose materials can erode much more quickly (scale, proportion, and quantity; stability and change). Throughout the unit, students create diagram models and write explanations to show their developing understanding.

Primary Interdisciplinary Connections:
- ELA: SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- Engineering Units are embedding throughout

Technology
- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Suggested Accommodations

English Language Learners:

- Provide pictures and well labeled models
- Speak slowly and gesture when necessary
- Pre-teach vocabulary words
- Extended time on assessments
- Small group for assessment
- Review Vocabulary
- Allow for alternate responses during activities and assessments

Special Education/Students with Disabilities:

- Follow specific IEP accommodations and modifications
- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during experiments to help refocus
- Allow alternate assignments and assessments

504 Plans:

- Follow specific 504 accommodations and modifications
- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during experiments to help refocus
- Allow alternate assignments and assessments

Gifted and Talented:

- Open ended questions to activate higher level thinking
- Higher level texts
- Alternative modes of communication
- Student developed extension activities
- Plan self directed inquiry
- Student created rubrics
- Curriculum compacting
- Opportunities to push assessment/activity boundaries

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for assessments
- Check in's during experiments to help refocus

- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose.
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach study skills
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Support verbal explanations with non verbal cues: Gestures/ facial expressions Props, realia, manipulatives, concrete materials Visuals, graphs, pictures, maps
- Provide positive praise to increase motivation
- Provide real world connections and emphasize the value of education
- Communicate high expectations for the success of all students

Evidence of Student Learning	
Formative Tasks: • Cooperative group learning • Exit slips • Analysis of student work • Teacher observations • Self-reflection • Science journals	**Alternative Assessments:** • Performance Tasks • Student created models • Written/verbal explanations • Peer assessment • Self-assessment
Summative Assessments: • Associated unit tests, quizzes • Labs and engineering based projects • Student created models • Written student explanations of phenomenon	**Benchmark Assessments:** • Pre-Unit Assessments • On-the-fly Assessments
Knowledge & Skills	

Enduring Understandings:	**Essential Questions:**
• Landforms are made of rock. • Even if geologists can't see a change happening, they can use models to visualize how it may have happened. • Even though rock is hard, it can change shape. • The shape of a landform changes when water causes pieces of a rock to break off. • Water hitting a landform causes tiny pieces of the landform to break off. • Scientists make diagrams to show their ideas about how the world works, based on evidence from investigations, models, and books. • Maps show where water and land are and where different landforms are. • Many small changes that are hard to notice can add up to a bigger change that is easy to notice. • When many small changes happen over a long time, the whole landform changes. • Wind and water can erode a landform quickly if the landform is made of loose materials.	• What are landforms made of? • How do geologists figure out how something changed when they can't observe it changing? • What can make landforms change? • How could water change a landform even though landforms are made of hard rock? • If erosion moves small pieces of rock, how can it cause a big change? • How can landforms erode quickly?
Core Instructional & Supplemental Materials	
Suggested Activities/Resources: • HMH Science Dimensions Workbook • See hands on activities embedded in HMH Science Dimensions • https://www.brainpop.com/science/ • https://betterlesson.com/browse/next_gen_science • https://ngss.nsta.org/Classroom-Resources.aspx • https://ngl.cengage.com/assets/html/ngss/ • mysteryscience.com	**Varied Levels of Text:** • Landform Postcards • Gary's Sand Journal • Making Models of Streams • What's Stronger? How Water Causes Erosion • Handbook of Land and Water