

DRAFT - New York State P-12 Science Learning Standards – DRAFT

2. Earth's Systems: Processes that Shape the Earth

Students who demonstrate understanding can:

- 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 weathering and erosion of rocks, which may occur slowly.] [Assessment Boundary: Assessment does not include quantitative measurements of timescales.]
- 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 for using rocks, shrubs, grass, and trees to hold back wind, water, and 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.**

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>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.</p> <ul style="list-style-type: none"> ▪ Develop a model to represent patterns in the natural world. (2-ESS2-2) <p>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.</p> <ul style="list-style-type: none"> ▪ Make observations from several sources to construct an evidence-based account for natural phenomena. (2-ESS1-1) ▪ Compare multiple solutions to a problem. (2-ESS2-1) <p>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.</p> <ul style="list-style-type: none"> ▪ 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) 	<p>ESS1.C: The History of Planet Earth</p> <ul style="list-style-type: none"> ▪ Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1) <p>ESS2.A: Earth Materials and Systems</p> <ul style="list-style-type: none"> ▪ Wind and water can change the shape of the land. (2-ESS2-1) <p>ESS2.B: Plate Tectonics and Large-Scale System Interactions</p> <ul style="list-style-type: none"> ▪ Maps show where things are located. One can map the shapes and kinds of land and water in any area. (2-ESS2-2) ▪ <p>ESS2.C: The Roles of Water in Earth's Surface Processes</p> <ul style="list-style-type: none"> ▪ Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form. (2-ESS2-3) <p>ETS1.C: Optimizing the Design Solution</p> <ul style="list-style-type: none"> ▪ Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (secondary to 2-ESS2-1) 	<p>Patterns</p> <ul style="list-style-type: none"> ▪ Patterns in the natural world can be observed. (2-ESS2-2),(2-ESS2-3) <p>Stability and Change</p> <ul style="list-style-type: none"> ▪ Things may change slowly or rapidly. (2-ESS1-1),(2-ESS2-1) <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;"><i>Connections to Engineering, Technology, and Applications of Science</i></p> <hr style="border-top: 1px dashed black;"/> <p>Influence of Engineering, Technology, and Science on Society and the Natural World</p> <ul style="list-style-type: none"> ▪ Developing and using technology has impacts on the natural world. (2-ESS2-1) <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <hr style="border-top: 1px dashed black;"/> <p>Science Addresses Questions About the Natural and Material World</p> <ul style="list-style-type: none"> ▪ Scientists study the natural and material world. (2-ESS2-1)
<p><i>Connections to other DCIs in second grade: 2.PS1.A (2-ESS2-3)</i></p> <p><i>Articulation of DCIs across grade-levels: K.ETS1.A (2-ESS2-1); 3.LS2.C (2-ESS1-1); 4.ESS1.C (2-ESS1-1); 4.ESS2.A (2-ESS1-1),(2-ESS2-1); 4.ESS2.B (2-ESS2-2); 4.ETS1.A (2-ESS2-1); 4.ETS1.B (2-ESS2-1); 4.ETS1.C (2-ESS2-1); 5.ESS2.A (2-ESS2-1); 5.ESS2.C (2-ESS2-2),(2-ESS2-3)</i></p>		
<p><i>Common Core State Standards Connections:</i></p> <p>ELA/Literacy –</p> <p>RI.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. (2-ESS1-1)</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-ESS1-1),(2-ESS2-1)</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. (2-ESS2-1)</p> <p>W.2.6 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),(2-ESS2-3)</p> <p>W.2.7 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)</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (2-ESS1-1),(2-ESS2-3)</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (2-ESS1-1)</p> <p>SL.2.5 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)</p> <p>Mathematics –</p> <p>MP.2 Reason abstractly and quantitatively. (2-ESS2-1),(2-ESS2-1),(2-ESS2-2)</p> <p>MP.4 Model with mathematics. (2-ESS1-1),(2-ESS2-1),(2-ESS2-2)</p> <p>MP.5 Use appropriate tools strategically. (2-ESS2-1)</p> <p>2.NBT.A Understand place value. (2-ESS1-1)</p> <p>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (2-ESS2-2)</p> <p>2.MD.B.5 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)</p>		

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea. The text in the "Disciplinary Core Ideas" section is reproduced verbatim from *A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas* unless it is preceded by (NYSed).