# 2-ESS1 Earth’s Place in the Universe

## 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 erosion of rocks, which occurs slowly.]  
[Assessment Boundary: Assessment does not include quantitative measurements of timescales.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas.*  Integrated and reprinted with permission from the National Academy of Sciences.

<table>
<thead>
<tr>
<th>Science and Engineering Practices</th>
<th>Disciplinary Core Ideas</th>
<th>Crosscutting Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Constructing Explanations and Designing Solutions</strong></td>
<td><strong>ESS1.C: The History of Planet Earth</strong></td>
<td><strong>Stability and Change</strong></td>
</tr>
<tr>
<td>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.</td>
<td>▪ Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1)</td>
<td>▪ Things may change slowly or rapidly. (2-ESS1-1)</td>
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<td>▪ Make observations from several sources to construct an evidence-based account for natural phenomena. (2-ESS1-1)</td>
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**Connections to other DCIs in second grade:** N/A

**Articulation of DCIs across grade levels:** 3.LS2.C (2-ESS1-1); 4.ESS1.C (2-ESS1-1); 4.ESS2.A (2-ESS1-1)

**Common Core State Standards Connections:**

**ELA/Literacy** –

- **RI.2.1** 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)
- **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)
- **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)
- **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)
- **W.2.8** Recall information from experiences or gather information from provided sources to answer a question. (2-ESS1-1)
- **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)

**Mathematics** –

- **MP.2** Reason abstractly and quantitatively. (2-ESS1-1)
- **MP.4** Model with mathematics. (2-ESS1-1)
- **2.NBT.A** Understand place value. (2-ESS1-1)

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea. The section entitled “Disciplinary Core Ideas” is reproduced verbatim from *A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas.* Integrated and reprinted with permission from the National Academy of Sciences.*