

## 2-ESS1 Earth's Place in the Universe

<b>2-ESS1 Earth's Place in the Universe</b>		
Students who demonstrate understanding can:		
<b>2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</b>		
[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 <i>A Framework for K-12 Science Education</i> :		
<b>Science and Engineering Practices</b>	<b>Disciplinary Core Ideas</b>	<b>Crosscutting Concepts</b>
<b>Constructing Explanations and Designing Solutions</b> 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. <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> </ul>	<b>ESS1.C: The History of Planet Earth</b> <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>	<b>Stability and Change</b> <ul style="list-style-type: none"> <li>▪ Things may change slowly or rapidly. (2-ESS1-1)</li> </ul>
Connections to other DCIs in second grade: N/A		
Articulation of DCIs across grade-levels: <b>3.LS2.C</b> (2-ESS1-1); <b>4.ESS1.C</b> (2-ESS1-1); <b>4.ESS2.A</b> (2-ESS1-1)		
Common Core State Standards Connections:		
ELA/Literacy –		
<b>RI.2.1</b> 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)		
<b>RI.2.3</b> 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>W.2.6</b> 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)		
<b>W.2.7</b> 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.2.8</b> Recall information from experiences or gather information from provided sources to answer a question. (2-ESS1-1)		
<b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (2-ESS1-1)		
Mathematics –		
<b>MP.2</b> Reason abstractly and quantitatively. (2-ESS1-1)		
<b>MP.4</b> Model with mathematics. (2-ESS1-1)		
<b>2.NBT.A</b> 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.

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