

2-ESS1 Earth's Place in the Universe

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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 <i>A Framework for K-12 Science Education</i> :		
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
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. <ul style="list-style-type: none"> ▪ Make observations from several sources to construct an evidence-based account for natural phenomena. (2-ESS1-1) 	ESS1.C: The History of Planet Earth <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) 	Stability and Change <ul style="list-style-type: none"> ▪ Things may change slowly or rapidly. (2-ESS1-1)
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 <i>who, what, where, when, why,</i> and <i>how</i> 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.

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