Performance Expectations at a Glance

In this unit, students will discover and practice the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts needed to perform the following Performance Expectations.

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Correlations by Module to the NGSS

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SEP Science and Engineering Practices

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. (2-ESS2-2)

DCI Disciplinary Core Ideas

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. (2-ESS2-2)

CCC Crosscutting Concepts

Patterns
- Patterns in the natural world can be observed. (2-ESS2-2)
### Disciplinary Core Ideas

**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. (2-ESS2-3)  
  
### Crosscutting Concepts

**Patterns**

- Patterns in the natural world can be observed. (2-ESS2-3)  
  
### Science and Engineering Practices

**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. (2-ESS2-3)  

### Other Correlations

**CCSS Math Connections**

- 2.MD.10  
- 2.G.1  
- 2.G.2

**History-Social Science Content Connections**

- K.4.4  
- 1.2.3  
- 2.2.1

**ELD Connections**

- ELD.PI.2.6  
- ELD.PI.2.10

Inquiry activities are in italics.
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**ALSO INTEGRATES:**

- SEP Analyzing and Interpreting Data | 9, 32–33, 44–46, 52
- SEP Engaging in Argument from Evidence | 47
- SEP Obtaining, Evaluating, and Communicating Information | 10–13, 18–19, 28–31, 38, 40, 48–50, 53, 58
  Teacher’s Edition Only: 46, 52
- SEP Planning and Carrying Out Investigations | 8–9, 16–17, 26–27, 32–33, 37, 44–46, 51–52, 53, 62–65
- SEP Using Mathematics and Computational Thinking | 44–46
- CCC Scale, Proportion, and Quantity | 32–33, 44–47, 48
- CCC Systems and System Models | 49, 53
- Environmental Principle II Concept a | Teacher’s Edition Only: 3
- HSS 2.5 | 18

Inquiry activities are in italics.