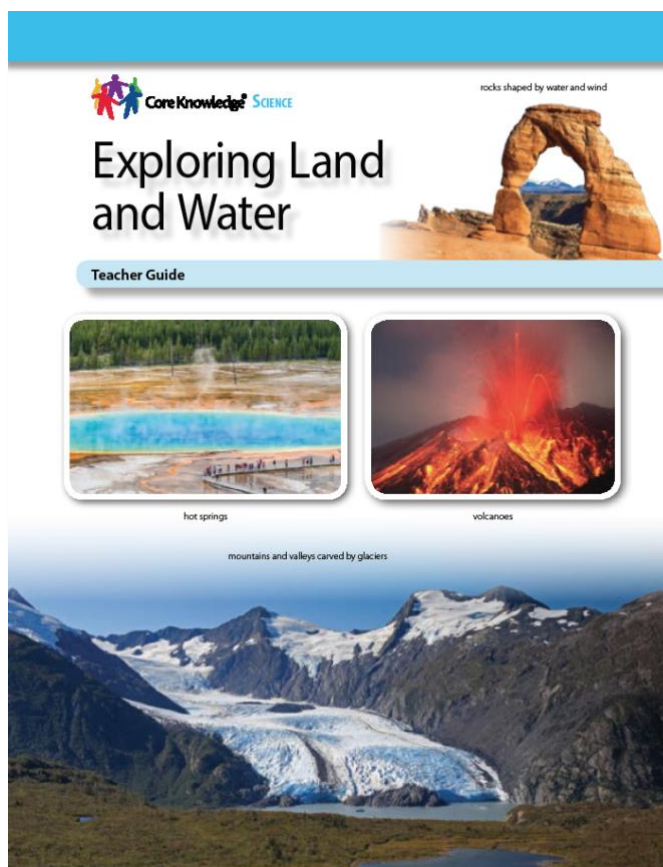


Exploring Land and Water

Click on each lesson to access its online resources. Page numbers refer to pages in the Teacher Guide. Some links provide access to files created by the Core Knowledge Foundation, including PDF documents that you can download and view with the appropriate software (such as [Adobe Acrobat Reader DC](#)).

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About this Unit

Page	Resource Links
2	Note to Teachers and Curriculum Planners - The learning progressions of Disciplinary Core Ideas ESS1.C, ESS2.A, ESS2.B, ESS2.C, and ETS1.C offers guidance regarding the scope and sequence of learning about the structure and function of living things as well as how living things process information in the elementary grades and beyond. - Learn more about this core idea and its related content by reading the corresponding section of A Framework for K–12 Science Education. See also the Teachers Resources section of this guide. To see an overview of the entire Core Knowledge Science program, visit this page.
3	This unit has been informed by the following Next Generation Science Standards (NGSS) Performance Expectations: Topic—Change to the Land 2-ESS1-1 2-ESS2-1 2-ESS2-2
11	Recommended Science Trade Books
13	NGSS References DCI CCC SEP
14	Resources for Effective and Safe Classroom Activities
14	Materials Supply List: Grade 2 Unit 3 Exploring Land and Water

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30	[VIDEO] Different Kinds of Landforms

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39	Disciplinary Core Idea: <i>ESS2.C The Roles of Water in Earth's Surface Processes</i> From the Framework: Pages 184–186
	Science and Engineering Practice: <i>3 Planning and Carrying Out Investigations</i> From the Framework: Pages 59–61
	Crosscutting Concept: <i>2 Cause and Effect</i> From the Framework: Pages 87–89

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46	[IMAGES] Weathering and Erosion of Landforms

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Lesson 1, Segment 4

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55	Disciplinary Core Ideas: ESS2.A <i>Earth Materials and Systems</i> - From the Framework: Pages 179–182 ETS1.C <i>Optimizing the Design Solution</i> - From the Framework: Pages 208–210
	Science and Engineering Practice: 6 <i>Constructing Explanations and Designing Solutions</i> From the Framework: Pages 67–71
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63	Disciplinary Core Ideas: <i>ESS2.B Plate Tectonics and Large-Scale System Interactions</i> • From the Framework: Pages 182–183 <i>ESS2.C The Roles of Water in Earth's Surface Processes</i> • From the Framework: Pages 184–186
	Science and Engineering Practice: <i>1 Asking Questions and Defining Problems</i> • From the Framework: Pages 54–56

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72	Disciplinary Core Idea: ESS2.B <i>Plate Tectonics and Large-Scale System Interactions</i> From the Framework: Pages 182–183
	Science and Engineering Practice: 2 <i>Developing and Using Models</i> From the Framework: Pages 56–59
	Crosscutting Concept: 3 <i>Scale, Proportion, and Quantity</i> From the Framework: Pages 89–91
73	[WEBLINK] Topographic Maps

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90	Disciplinary Core Idea: ESS2.C <i>The Roles of Water in Earth's Surface Processes</i> From the Framework: Pages 184–186
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98	[VIDEO] Melting Glaciers: Animation Greenland's Extreme Melt Glacier Calving

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Lesson 2, Segment 6

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101	Performance Expectation: • 2-ESS2-2 Evidence Statements for 2-ESS2-2
	Disciplinary Core Idea: ESS2.B <i>Plate Tectonics and Large-Scale System Interactions</i> • From the Framework: Pages 182–183
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Page	Resource Links
107	NGSS References • DCI • CCC • SEP

Lesson 3, Segment 1

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	Science and Engineering Practices: <i>1 Asking Questions and Defining Problems</i> • From the Framework: Pages 54–56

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117	Disciplinary Core Idea: <i>ESS2.C The Roles of Water in Earth's Surface Processes</i> From the Framework: Pages 184–186
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137	[WEBLINK] Lava Speeds

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Lesson 4 Opener

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	Science and Engineering Practice: 1 <i>Asking Questions and Defining Problems</i> • From the Framework: Pages 54–56
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155	Performance Expectation: • 2-ESS1-1 Evidence Statements for 2-ESS1-1
	Disciplinary Core Ideas: ESS1.C <i>The History of Planet Earth</i> • From the Framework: Pages 177–179 ESS2.A <i>Earth Materials and Systems</i> • From the Framework: Pages 179–182
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	Disciplinary Core Ideas: ESS1.C <i>The History of Planet Earth</i> • From the Framework: Pages 177–179 ESS2.A <i>Earth Materials and Systems</i> • From the Framework: Pages 179–182 ETS1.C <i>Optimizing the Design Solution</i> • From the Framework: Pages 208–210
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162	[IMAGES] Landslide Prevention Solutions

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	Science and Engineering Practices: <i>1 Asking Questions and Defining Problems</i> • From the Framework: Pages 54–56 <i>8 Obtaining, Evaluating, and Communicating Information</i> • From the Framework: Pages 74–77
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212	[VIDEO] Waves Against a Jetty

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	Science and Engineering Practices: 6 <i>Constructing Explanations and Designing Solutions</i> • From the Framework: Pages 67–71
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215	[IMAGES] Sand Fencing Jetty Plants Along Dunes

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	Understandings About the Nature of Science Scientific Knowledge Is Open to Revision in Light of New Evidence Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena Science Is a Way of Knowing Science Is a Human Endeavor

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278	Safety in the Science Classroom: • NSTA Safety Resources • Safety Resources for Elementary Teachers
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