EPSD Curriculum and HMH SCIENCE DIMENSIONS 2018 Alignment TEMPLATE

GRADE 2

EPSD Unit 4: The Earth's Land and Water
Fourth Marking Period

<table>
<tr><td colspan="2" rowspan="2">Overview: In this unit of study, students use information and models to identify and represent the shapes and kinds of land and bodies of water in an area and where water is found on Earth. The crosscutting concept of patterns is called out as an organizing concept for these disciplinary core ideas. Students demonstrate grade-appropriate proficiency in developing and using models and obtaining, evaluating, and communicating information. Students are also expected to use these practices to demonstrate understanding of the core ideas. This unit is based on 2-ESS2-3 and 2-ESS2-2.</td><td>HMH Science Dimensions Program Resources</td></tr>
<tr><td>Unit 4: Earth's Surface
Unit Video (water flowing in a river); Unit Overview p. 183; Vocabulary p. 185
Connecting with NGSS p. 185H; Unit Project p. 185I; Unit Performance Task pp. 216-217; Unit Review pp. 218-220</td></tr>
<tr><td>Standards: (2-ESS2-3) Obtain information to identify where water is found on Earth and</td><td>Instructional Days: 10-15</td><td>Standard for all Units: Interactive Glossary (D); Leveled Readers (D); Beginning-of-Year Test (D/P); Unit Pretest (D/P); Lesson Quizzes (D/P); Unit Test (D/P)

Note: Refer to the Curriculum Alignment Common Language (CACL) Guide to decipher acronyms.</td></tr>
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that it can be solid or liquid. (2-ESS2-2) Develop a model to represent the shapes and kinds of land and bodies of water in an area.		**Lesson 1:** Where Is Water Found on Earth? pp. 186-201 D/P- CYEI (videos) Bodies of water p. 187 D/P- CYEI Which body of water is closest to where you live? Describe what it is like? p. 187 D/P- Lakes and Ponds (Students view digital pictures to explore lakes and ponds.) p. 186 P- AWYK Students measure water to make a concrete model with which to compare the total amount of water on Earth to the amount of water that people can drink. p. 189 D/P- Rivers and Oceans (Students view video of a fast-moving ocean and respond to questions) pp. 190-191 P- AWYK (ENB) How does the map show that most water on Earth is salt water? Students use evidence to support their answer and record answer in ENB. p. 191	**Lesson 2:** Engineer It: How Can We Map Land and Water? pp. 202-215 D/P- CYEI (digital picture) Picture of a three- dimensional map p. 203 D/P- CYEI What can you find out by exploring a map? p. 203 D/P- What is a Map? (Students explore online to find out more about maps.) pp. 204-205 P- AWYK (ENB) With a small group, students discuss why a map needs to have a compass rose. Students use evidence to support their answer and record answer in their ENB. p. 205 D/P- Use a Map Key (Students go online to find out more about a map key.) pp. 206-207 P- AWYK (ENB) Students work with a partner to identify how the maps are alike and different. Students also identify patterns they see, use evidence to support their answers, and record their answers in their ENB. p. 208
Objective 1: Students will identify where they can find water on earth and explain it through illustrations. **Objective 2:** Students will identify patterns that scientists use to classify landforms and bodies of water and create models of them. **Objective 3:** Students will choose a landform and write an information book on that form. **Objective 4:** Students will be able to identify several different bodies of water found on earth.			
Topics: Earth's Land and Water Twenty-First Century Themes and Skills include: Environmental Literacy • The Four C's • Global Awareness			

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Essential Questions: How can we identify where water is found on Earth and if it is solid or liquid? In what ways can you represent the shapes and kinds of land and bodies of water in an area?	D/P- Liquid or Solid (Students view digital pictures to explore how bodies of water can be liquid or solid) p. 192 D/P- DTM Students use greater, less than or equal symbols to compare temperatures of a warm ocean and a cold ocean p. 192 D/P- Students explore video online to find out more about how bodies of water can be liquid or solid. p. 193 D/P- AWYK Students use a thermometer to measure temperature at the same time each day for a week and use their data to complete the graph. p. 194 D/P- HO Activity Locate Bodies of Water (Students use a variety of resources to obtain information about bodies of water near where they live and make posters to share with their classmates; students watch video online to set up and complete the activity.) pp. 194-196 D/P- TIF (enrich) People in Science and Engineering: John G. Ferris; How Can We Conserve Earth's Water? pp. 197-198 D/P- Lesson Check p. 199 D/P- Self Check pp. 201-202 D- Lesson Quiz P- DI (ELL/RTI) p. 185G	D/P- HO Activity Engineer It: Make a Map (Students make a map of their school playground, including a map title, a map key, and a compass rose; students watch video online to set up and complete the activity.) pp. 209-210 P- CER Students write a claim about how they can make a map of the school playground. Students should cite evidence to support their claim. p. 210 D/P- TIF (enrich) Careers in Science and Engineering: Mapmakers; Use a Map Scale pp. 211-212 P- DTM Read Numbers (Students use a map scale to respond to questions.) p. 212 D/P- Lesson Check p. 213 D/P- Self Check pp. 214-215 D- Lesson Quiz P- DI (ELL/RTI) p. 185G P-Extension p. 185G P- COLLAB p. 185H P- Connecting with NGSS p. 185H D- Science Safety HB D- ELA-HB D- M- HB

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	P-Extension p. 185G P- COLLAB p. 185H P- Connecting with NGSS p. 185H D- Science Safety HB D- ELA-HB D- M- HB D- ScienceSarurs Reference HB D- YSI Mapping Water	D- SEP - HB D- ScienceSarurs Reference HB

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Curriculum Alignment Common Language (CACL) Guide K-5		
Acronym	**Word/Phrase**	**Description**
AWYK	Apply What You Know	Hands on opportunities for students to apply learning.
CER	Claims Evidence Reasoning	Students make a claim and gather evidence along the way (during EXPLORATORY activities) to support claim.
CYEI	Can You Explain It	Lesson phenomenon used to ENGAGE students in learning at the beginning of the lesson.
CYSI	Can You Solve It	Lesson phenomenon used to ENGAGE students in learning at the beginning of the lesson.
D	Digital	Program resources and features in interactive digital form.
DI (ELL/RTI) **Extension** **COLLAB** **Connections to Science**	Differentiated Instruction (English Language Learner/Response to Intervention) Collaboration Connections to Science	A page that lists all learning activities used to differentiate learning, engage students in collaborative activities and connect learning to other subjects.
DTM	Do the Math	Integrated subject learning.

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ENB	Evidence Notebook (prompt)	Student notebook or journal used to gather evidence during EXPLORATORY learning activities to support their claims.
ENGIT	Engineer It	Integrated subject learning.
HB **CCC-HB** **ELA-HB** **M-HB** **SEP-HB**	Handbooks Crosscutting Concepts English Language Arts Math Science and Engineering Practices	Students who need extra support in grasping concepts or to refresh student knowledge of skills.
HO	Hands-On (Activity)	Student collaboration activities.
LS	Language Smarts	Integrated subject learning.
P	Print	Program resources and features in print form.
TIF	Take It Further (enrich)	Enrichment activities for students in print or digital.
YSI	You Solve It (Simulation)	Open-ended simulation-based learning with multiple answer options.