



Teacher's Edition
Grade 2 • Unit 1

Inspire Science

Land and Water

Mc
Graw
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Education



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.

Performance Expectations	MODULE: Earth’s Landscape
2-ESS2-2	•
2-ESS2-3	•

Correlations by Module to the NGSS

MODULE: Earth’s Landscape		
2-ESS2	Earth’s Systems	
 2-ESS2-2	Develop a model to represent the shapes and kinds of land and bodies of water in an area. <i>[Assessment Boundary: Assessment does not include quantitative scaling in models.]</i>	14, 16–17, 21, 22, 26–27, 51–52, 62–65 Teacher’s Edition Only: 11
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)		9, 12–13, 14, 16–17, 21, 22, 26–27, 29, 31, 39, 44–46, 51–52, 60–61, 62–65 Teacher’s Edition Only: 20
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)		5, 11–13, 16–17, 18–19, 21, 22, 24, 26–27, 28–29, 31, 44–46, 57, 59–61, 62–65
CCC Crosscutting Concepts		
Patterns • Patterns in the natural world can be observed. (2-ESS2-2)		13, 31, 35 Teacher’s Edition Only: 9, 10, 17, 20, 27, 29, 39

Inquiry activities are in italics.

2-ESS2	Earth's Systems	
 2-ESS2-3	Obtain information to identify where water is found on Earth and that it can be solid or liquid.	44–47, 48–50, 53
SEP 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)		44–47, 48–49, 50, 51–52, 53, 55, 57, 51–52, 58, 61, 62–65
DCI 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)		44–47, 48–49, 50, 51–52, 53, 54, 56, 57, 58, 60, 62–65
CCC Crosscutting Concepts		
Patterns Patterns in the natural world can be observed. (2-ESS2-3)		50 Teacher's Edition <i>Only</i> : 46, 52, 56

Other Correlations		
CCSS Math Connections		
2.MD.10		33
2.G.1		14
2.G.2		33, 44
History-Social Science Content Connections		
K.4.4		11
1.2.3		12, 16, 53
2.2.1		15
ELD Connections		
ELD.PI.2.6		Teacher's Edition <i>Only</i> : 11, 20, 29, 45, 64
ELD.PI.2.10		Teacher's Edition <i>Only</i> : 38, 56

Inquiry activities are in italics.

Next Generation Science Standards

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CCSS ELA/Literacy Connections	
W.2.2	55
W.2.7	53
W.2.8	Teacher’s Edition <i>Only</i> : 37
W.2.10	Teacher’s Edition <i>Only</i> : 30
SL.2.2	15
SL.2.4e	Teacher’s Edition <i>Only</i> : 37
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 <i>Only</i> : 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 <i>Only</i> : 3
HSS 2.5	18

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