2-ESS2-2 Earth's Systems

Students who demonstrate understanding can:

2-ESS2-2.   **Develop a model to represent the shapes and kinds of land and bodies of water in an area.** [*Assessment Boundary: Assessment does not include quantitative scaling in models.*]

The performance expectation above was developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
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.	**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.	**Patterns** • Patterns in the natural world can be observed.

	Observable features of the student performance by the end of the grade:	
1	Components of the model	
	a	Students develop a model (i.e., a map) that identifies the relevant components, including components that represent both land and bodies of water in an area.
2	Relationships	
	a	In the model, students identify and describe* relationships between components using a representation of the specific shapes and kinds of land (e.g., playground, park, hill) and specific bodies of water (e.g., creek, ocean, lake, river) within a given area.
	b	Students use the model to describe* the patterns of water and land in a given area (e.g., an area may have many small bodies of water; an area may have many different kinds of land that come in different shapes).
3	Connections	
	a	Students describe* that because they can map the shapes and kinds of land and water in any area, maps can be used to represent many different types of areas.