Students who demonstrate understanding can:

2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

[Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.][Assessment Boundary: Assessment does not include quantitative measurements of timescales.]

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

**Science and Engineering Practices**

- Con crafting Explanations and Designing Solutions
  - Constructing explanations and designing solutions in K-2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.
  - Make observations from several sources to construct an evidence-based account for natural phenomena. (2-ESS1-1)

**Disciplinary Core Ideas**

<table>
<thead>
<tr>
<th>ESS1.C: The History of Planet Earth</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1)</td>
</tr>
</tbody>
</table>

**Crosscutting Concepts**

<table>
<thead>
<tr>
<th>Stability and Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Things may change slowly or rapidly. (2-ESS1-1)</td>
</tr>
</tbody>
</table>

Connections to other DCIs in second grade: N/A

Articulation of DCIs across grade-levels: 3.LS2.C (2-ESS1-1); 4.ESS1.C (2-ESS1-1); 4.ESS2.A (2-ESS1-1)

**ELA/Literacy** -

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (2-ESS1-1)

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-ESS1-1)

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (2-ESS1-1)

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-ESS1-1)

W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (2-ESS1-1)

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (2-ESS1-1)

**Mathematics** -

MP.2 Reason abstractly and quantitatively. (2-ESS1-1)

MP.4 Model with mathematics. (2-ESS1-1)

2.NBT.A Understand place value. (2-ESS1-1)

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea. The section entitled “Disciplinary Core Ideas” is reproduced verbatim from *A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas*. Integrated and reprinted with permission from the National Academy of Sciences.*