	CURRICULUM *End Product of Learning, "What You Teach"*		INSTRUCTION *Means to the End Product of Learning, "What You Teach"*		TECHNOLOGY *Means to Engage Students and Provide Practice*	INTERVENTION and ASSESSMENT
	CONTENT **What we want students to "KNOW"**	**SKILL** **What we want students to "DO"**	**LEARNING RESOURCES**	**TEACHING STRATEGIES**	**SOFTWARE and ONLINE Sites**	**Varied Classroom Assessment Strategies**
Quarter 1	**CORE IDEAS** **LS2.A Interdependent Relationships in Ecosystems** Plants depend on water and light to grow. **SCIENCE and ENGINEERING PRACTICES** **Planning and Carrying Out Investigations** Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. **CROSSCUTTING CONCEPTS** **Cause and Effect** Events have causes that generate observable patterns.	**PERFORMANCE EXPECTATION** **2-LS-1** Plan and conduct an investigation to determine if plants need sunlight and water to grow.	**RESOURCES:** ***Smithsonian Science and Technology Concepts™* Plant Growth and Development Unit Lessons 1-12** **SUBCONCEPT 1 –** Organisms go through distinct stages as part of a process known as the life cycle. **Lessons 1-7; 12; 16** *-Inquiry Investigations* *-STC Literacy Series Reading Selections* *-Science Notebooking* *-Student Investigation Guides* *-Hands-on Equipment* *-Creating Models* **Tigtag** www.tigtagcarolina.com **Green Plants**	***Smithsonian Science and Technology Concepts™*** **Integrated FERA Cycle Instruction of** Crosscutting concepts and science and engineering practices with science core ideas **FOCUS Strategies include:** -pre-teaching activities such as brainstorming, KWL charts, anticipation guides, etc. -guiding/focus questions **EXPLORE Strategies include:** -inquiry-based discussions and investigations -classroom activities, inquiries and models to help students develop a further understanding of the concepts/core ideas being discussed **REFLECT Strategies include:** -Science Notebooking -Key Ideas -Academic Vocabulary **APPLY Strategies include:** -Venn diagrams, cause and effect charts, review games, engineering application lessons, etc. **COMMON CORE** **Reading Informational Text RI.1-9:** RI.1-3 Key Ideas and Details RI.4-6 Craft and Structure RI.7-9 Integration of Knowledge and Ideas **Writing W.1-9** W.1-3 Text Types and Purpose W.4-6 Production and Distribution of Writing W.7-9 Research to Build and Present Knowledge **GUIDING QUESTIONS** *-What do plants need to grow?* *-How do plants depend on animals?* *-How can we create designs to mimic interdependent relationships between plants and animals? (pollination, seed dispersal)*	**RESOURCES:** www.carolinascienceonline.com • Interactive Whiteboard Activities • STC Literacy Series Plant Growth and Development www.tigtagcarolina.com • Video Sets related to Plants; animals, pollination; habitats www.mysi.edu Smithsonian information website **DEVICES:** • iPads • Tablets • Chromebooks • ELMO • SMARTboard **SOFTWARE:** • Microsoft Powerpoint • Microsoft Word • SMARTboard activities	**INTERVENTIONS:** ***Smithsonian Science and Technology Concepts™*** • Science Notebooks • Extensions **ASSESSMENTS:** ***Smithsonian Science and Technology Concepts™*** Plant Growth and Development Unit **Lesson 1 Pre-Assessment** *Students observe bean seeds and reflect on what they know about plants.* **Lesson 17 Assessment** *Students discuss and reflect on what they have learned* *-FORMATIVE* *-SUMMATIVE* **Science Notebooks** **Inquiry Data Sheets** **Investigation Follow-up Questions**
	CORE IDEAS **LS2.A Interdependent Relationships in Ecosystems** Plants depend on animals for pollination or to move their seeds around **ETS1.B Developing Possible Solutions** Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. **SCIENCE and ENGINEERING PRACTICES** **Developing and Using Models** Develop a simple model based on evidence to represent a proposed object or tool. **CROSSCUTTING CONCEPTS** **Structure and Function** The shape and stability of structures of natural and designed objects are related to their function(s).	**PERFORMANCE EXPECTATION** **2-LS2-2** Develop a simple model to mimics the function of an animal in dispersing seeds or pollinating plants.	**RESOURCES:** ***Smithsonian Science and Technology Concepts™* Plant Growth and Development Unit Lessons 8-14** **SUBCONCEPT 2 –** Living things are interdependent; for example, plants depend on bees for pollination **Lessons 8-11** **SUBCONCEPT 3 –** Models can be used to identify the structures, functions, and behaviors of living organisms. **Lesson 13-14** *-Inquiry Investigations* *-STC Literacy Series Reading Selections* *-Science Notebooking* *-Student Investigation Guides* *-Hands-on Equipment* *-Creating Models* **Tigtag** www.tigtagcarolina.com **Pollination** **Crafty Orchids**			

Quarter 1 cont...

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CONTENT **What we want students to "KNOW"**	**SKILL** **What we want students to "DO"**	**LEARNING RESOURCES**	**TEACHING STRATEGIES**	**SOFTWARE and ONLINE Sites**	**Varied Classroom Assessment Strategies**
CORE IDEAS **LS4.D Biodiversity and Humans** There are many different kinds of living things in an area, and they exist in different places on land and in water. **SCIENCE and ENGINEERING PRACTICES** **Planning and Carrying Out Investigations** Make observations (firsthand or from media) to collect data which can be used to make comparisons. **CROSSCUTTING CONCEPTS** **Patterns** Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.	**PERFORMANCE EXPECTATION** **2-LS4-1** Make observations of plants and animals to compare the diversity of life in different habitats.	**RESOURCES:** ***Smithsonian Science and Technology Concepts™*** **Plant Growth and Development Unit Lessons 15; 17** **SUBCONCEPT 4 –** Records, notes, and graphs help people understand how plants move through the life cycle and what factors affect their growth and development. **Lesson 15; 17** *-Inquiry Investigations* *-STC Literacy Series Reading Selections* *-Science Notebooking* *-Student Investigation Guides* *-Hands-on Equipment* *-Creating Models* **Tigtag** www.tigtagcarolina.com **Interdependence in a Habitat**	***Smithsonian Science and Technology Concepts™*** **Integrated FERA Cycle Instruction of** Crosscutting concepts and science and engineering practices with science core ideas **FOCUS Strategies include:** -pre-teaching activities such as brainstorming, KWL charts, anticipation guides, etc. -guiding/focus questions **EXPLORE Strategies include:** -inquiry-based discussions and investigations -classroom activities, inquiries and models to help students develop a further understanding of the concepts/core ideas being discussed **REFLECT Strategies include:** -Science Notebooking -Key Ideas -Academic Vocabulary **APPLY Strategies include:** -Venn diagrams, cause and effect charts, review games, engineering application lessons, etc. **COMMON CORE** **Reading Informational Text RI.1-9:** RI.1-3 Key Ideas and Details RI.4-6 Craft and Structure RI.7-9 Integration of Knowledge and Ideas **Writing W.1-9** W.1-3 Text Types and Purpose W.4-6 Production and Distribution of Writing W.7-9 Research to Build and Present Knowledge **GUIDING QUESTIONS** *-How do plants and animals in unique places depend upon one another?*	**RESOURCES:** www.carolinascienceonline.com • Interactive Whiteboard Activities Organisms • STC Literacy Series Plant Growth and Development www.tigtagcarolina.com • Video Sets related to Plants; animals, pollination; habitats www.mysi.edu Smithsonian information website **DEVICES:** • iPads • Tablets • Chromebooks • ELMO • SMARTboard **SOFTWARE:** • Microsoft Powerpoint • Microsoft Word • SMARTboard activities	**INTERVENTIONS:** ***Smithsonian Science and Technology Concepts™*** • Science Notebooks • Extensions **ASSESSMENTS:** ***Smithsonian Science and Technology Concepts™*** Plant Growth and Development Unit **Lesson 1 Pre-Assessment** *Students observe bean seeds and reflect on what they know about plants.* **Lesson 17 Assessment** *Students discuss and reflect on what they have learned* *-FORMATIVE* *-SUMMATIVE* **Science Notebooks** **Inquiry Data Sheets** **Investigation Follow-up Questions**

Quarter 2

CURRICULUM
End Product of Learning, "What You Teach"

CONTENT
What we want students to "KNOW"

CORE IDEAS

PS1.A Structure and Properties of Matter
Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties.

SCIENCE and ENGINEERING PRACTICES

Planning and Carrying Out Investigations
Plan and conduct an investigation collaboratively to produce data to serve as a basis for evidence to answer a question.

Analyzing and Interpreting Data
Analyze data from tests of an object or tool to determine if it works as intended.

Constructing Explanations and Designing Solutions
Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.

CROSSCUTTING CONCEPTS

Patterns
Patterns in the natural world and human designed world can be observed.

Cause and Effect
Simple tests can be designed to gather evidence to support or refute student ideas about causes.

Energy and Matter
Objects may break into smaller pieces and be put together into larger pieces, or change shape.

Influence of Engineering, Technology, and Science, on Society and the Natural World
Every human-made product is designed by applying some knowledge of the natural world and is built using natural materials.

SKILL
What we want students to "DO"

PERFORMANCE EXPECTATION

2-PS1-1
Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

2-PS1-2
Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.

2-PS1-3
Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.

INSTRUCTION
Means to the End Product of Learning, "What You Teach"

LEARNING RESOURCES

RESOURCES:
***Smithsonian Science and Technology Concepts™* Solids and Liquids Unit Lessons 1-17**

SUBCONCEPT 1 – Some properties of solids and liquids can be identified by careful observation with the senses alone **Lessons 1-5**
SUBCONCEPT 2 –Some properties of solids and liquids can be identified by testing **Lessons 6-9**
SUBCONCEPT 3 –Liquids have unique properties that may be identified by the senses and testing **Lessons 10-15**
SUBCONCEPT 4 –Solids and liquids have both similarities and differences **Lessons 16-17**

-Inquiry Investigations
-STC Literacy Series Reading Selections
-Science Notebooking
-Student Investigation Guides
-Hands-on Equipment
-Creating Models

Tigtag www.tigtagcarolina.com
Solids, Liquids, Gases
-Characteristics of air
-Characteristics of water
Properties of Materials
Natural and Artificial Materials
Choosing Suitable Materials

TEACHING STRATEGIES

Smithsonian Science and Technology Concepts™
Integrated FERA Cycle Instruction of
Crosscutting concepts and science and engineering practices with science core ideas

FOCUS Strategies include:
-pre-teaching activities such as brainstorming, KWL charts, anticipation guides, etc.
-guiding/focus questions

EXPLORE Strategies include:
-inquiry-based discussions and investigations
-classroom activities, inquiries and models to help students develop a further understanding of the concepts/core ideas being discussed

REFLECT Strategies include:
-Science Notebooking
-Key Ideas
-Academic Vocabulary

APPLY Strategies include:
-Venn diagrams, cause and effect charts, review games, engineering application lessons, etc.

COMMON CORE
Reading Informational Text RI.1-9:
RI.1-3 Key Ideas and Details
RI.4-6 Craft and Structure
RI.7-9 Integration of Knowledge and Ideas

Writing W.1-9
W.1-3 Text Types and Purpose
W.4-6 Production and Distribution of Writing
W.7-9 Research to Build and Present Knowledge

GUIDING QUESTIONS
-How can we describe matter?

-How is matter alike and different?

TECHNOLOGY
Means to Engage Students and Provide Practice

SOFTWARE and ONLINE Sites

RESOURCES:
www.carolinascienceonline.com
- Interactive Whiteboard Activities
- STC Literacy Series Solids and Liquds

www.tigtagcarolina.com
- Video Sets related to Plants and Animals

www.mysi.edu
Smithsonian information website

DEVICES:
- iPads
- Tablets
- Chromebooks
- ELMO
- SMARTboard

SOFTWARE:
- Microsoft Powerpoint
- Microsoft Word
- SMARTboard activities

INTERVENTION and ASSESSMENT

Varied Classroom Assessment Strategies

INTERVENTIONS:
Smithsonian Science and Technology Concepts™
- Science Notebooks
- Extensions

ASSESSMENTS:
Smithsonian Science and Technology Concepts™
The Solids and Liquids Unit

Lesson 1 Pre-Assessment
Students examine a spoon and a steel ball. They share what they know and would like to know about solids.

Lesson 16 Assessment
Students discuss and reflect on what they have learned
-FORMATIVE
-SUMMATIVE

Science Notebooks

Inquiry Data Sheets
Investigation Follow-up Questions

Quarter 3

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CONTENT **What we want students to "KNOW"**	**SKILL** **What we want students to "DO"**	**LEARNING RESOURCES**	**TEACHING STRATEGIES**	**SOFTWARE and ONLINE Sites**	**Varied Classroom Assessment Strategies**
CORE IDEAS **PS1.B Chemical Reactions** Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not. **SCIENCE and ENGINEERING PRACTICES** **Engaging in Argument from Evidence** Construct an argument with evidence to support a claim. **CROSSCUTTING CONCEPTS** **Cause and Effect** Events have causes that generate observable patterns.	**PERFORMANCE EXPECTATION** **2-PS1-4** Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	**RESOURCES:** ***Smithsonian Science and Technology Concepts™* Changes Unit Lessons 1-17** **SUBCONCEPT 1 –**Materials may change their properties of state **Lesson 1** **SUBCONCEPT 2 –**Changes in state result from changes in the external environment **Lessons 2-3** **SUBCONCEPT 3 –**Mixed materials may change as the result of chemical or physical interactions **Lessons 4-8** **SUBCONCEPT 4 –**The chemical and physical properties of materials may be used to separate their mixtures **Lessons 6; 9-11** **SUBCONCEPT 5 –**Chemical reactions can produce new materials **Lessons 12-17** *-Inquiry Investigations* *-STC Literacy Series Reading Selections* *-Science Notebooking* *-Student Investigation Guides* *-Hands-on Equipment* *-Creating Models* **Tigtag** www.tigtagcarolina.com **Material Processes** **-Changes of State** **-Expansion and Conduction** **-Insulation** **-Chemical Reactions** **-Burning** **- What is a Mixture?** **-Separation by Sieving** **-Separation by Evaporation**	***Smithsonian Science and Technology Concepts™*** **Integrated FERA Cycle Instruction of** Crosscutting concepts and science and engineering practices with science core ideas **FOCUS Strategies include:** -pre-teaching activities such as brainstorming, KWL charts, anticipation guides, etc. -guiding/focus questions **EXPLORE Strategies include:** -inquiry-based discussions and investigations -classroom activities, inquiries and models to help students develop a further understanding of the concepts/core ideas being discussed **REFLECT Strategies include:** -Science Notebooking -Key Ideas -Academic Vocabulary **APPLY Strategies include:** -Venn diagrams, cause and effect charts, review games, engineering application lessons, etc. **COMMON CORE** **Reading Informational Text RI.1-9:** RI.1-3 Key Ideas and Details RI.4-6 Craft and Structure RI.7-9 Integration of Knowledge and Ideas **Writing W.1-9** W.1-3 Text Types and Purpose W.4-6 Production and Distribution of Writing W.7-9 Research to Build and Present Knowledge **GUIDING QUESTIONS** *-How do heating and cooling change matter?* *-How are changes alike and different? (Reversible versus irreversible?)* *-How can matter be combined and separated?*	**RESOURCES:** www.carolinascienceonline.com • Interactive Whiteboard Activities • STC Literacy Series Changes www.tigtagcarolina.com • Material Processes; changes; reactions, mixtures www.mysi.edu Smithsonian information website **DEVICES:** • iPads • Tablets • Chromebooks • ELMO • SMARTboard **SOFTWARE:** • Microsoft Powerpoint • Microsoft Word • SMARTboard activities	**INTERVENTIONS:** ***Smithsonian Science and Technology Concepts™*** • Science Notebooks • Extensions **ASSESSMENTS:** ***Smithsonian Science and Technology Concepts™*** The Changes Unit **Lesson 1 Pre-Assessment** *Students discuss how familiar objects change.* **Lesson 16 Assessment** *Students discuss and reflect on what they have learned* *-FORMATIVE* *-SUMMATIVE* **Science Notebooks** **Inquiry Data Sheets** **Investigation Follow-up Questions**

Quarter 4

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CORE IDEAS **ESS1.C The History of Planet Earth** Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe **SCIENCE and ENGINEERING PRACTICES** **Constructing Explanations and Designing Solutions** Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena **CROSSCUTTING CONCEPTS** **Stability and Change** Things may change slowly or rapidly	**PERFORMANCE EXPECTATION** **2-ESS1-1** Make observations from media to construct an evidence-based account that Earth events can occur quickly or slowly.	**RESOURCES:** ***Smithsonian Science and Technology Concepts™* Land and Water Unit Lessons 1-7** **SUBCONCEPT 1 –**Different elements of earth systems interact to characterize the land and water landscape **Lesson 1** **SUBCONCEPT 2 –**Water evaporates, rises, condenses, and falls to earth, where it collects in lakes, oceans, rivers, and soil and rocks, in a process known as the water cycle. **Lesson 2** **SUBCONCEPT 3 –**Streams and rivers slowly reshape the earth's land surface by eroding and carrying soil and rock **Lessons 3-7** **Tigtag** www.tigtagcarolina.com **Minerals** **Rocks** **Soil**	***Smithsonian Science and Technology Concepts™*** **Integrated FERA Cycle Instruction of** Crosscutting concepts and science and engineering practices with science core ideas **FOCUS Strategies include:** -pre-teaching activities such as brainstorming, KWL charts, anticipation guides, etc. -guiding/focus questions **EXPLORE Strategies include:** -inquiry-based discussions and investigations -classroom activities, inquiries and models to help students develop a further understanding of the concepts/core ideas being discussed **REFLECT Strategies include:** -Science Notebooking -Key Ideas -Academic Vocabulary **APPLY Strategies include:** -Venn diagrams, cause and effect charts, review games, engineering application lessons, etc. **COMMON CORE** **Reading Informational Text RI.1-9:** RI.1-3 Key Ideas and Details RI.4-6 Craft and Structure RI.7-9 Integration of Knowledge and Ideas **Writing W.1-9** W.1-3 Text Types and Purpose W.4-6 Production and Distribution of Writing W.7-9 Research to Build and Present Knowledge **GUIDING QUESTIONS** *-What events can shape the land?* *-How do wind and water shape the land?*	**RESOURCES:** www.carolinascienceonline.com • Interactive Whiteboard Activities • STC Literacy Series Land and Water www.tigtagcarolina.com • Video Sets related to land, water, erosion, soils, weathering www.mysi.edu Smithsonian information website **DEVICES:** • iPads • Tablets • Chromebooks • ELMO • SMARTboard **SOFTWARE:** • Microsoft Powerpoint • Microsoft Word • SMARTboard activities	**INTERVENTIONS:** ***Smithsonian Science and Technology Concepts™*** • Science Notebooks • Extensions **ASSESSMENTS:** ***Smithsonian Science and Technology Concepts™*** Land and Water Unit **Lesson 1 Pre-Assessment** *Students discuss what they know like to know about land and water* **Lesson 17 Assessment** *Students discuss and reflect on what they have learned* *-FORMATIVE* *-SUMMATIVE* **Science Notebooks** **Inquiry Data Sheets** **Investigation Follow-up Questions**
CORE IDEAS **ESS2.A Earth Materials and Systems** Wind and water can change the shape of the land **SCIENCE and ENGINEERING PRACTICES** **Constructing Explanations and Designing Solutions** Compare multiple solutions to a problem. **ETS1.C Optimizing the Design Solution** Because there is always more than one possible solution to a problem, it is useful to compare and test designs. **CROSSCUTTING CONCEPTS** **Stability and Change** Things may change slowly or rapidly **Influence of Engineering, Technology, and Science on Society and the Natural World** Developing and using technology has impacts on the natural world.	**PERFORMANCE EXPECTATION** **2-ESS2-1** Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.	**RESOURCES:** ***Smithsonian Science and Technology Concepts™* Land and Water Unit Lessons 5-13** **SUBCONCEPT 4 –**The properties of soils and the flow of characteristics of water determine the nature of erosion and deposition. **Lessons 5-7** **SUBCONCEPT 5 –**The interactions among the elements of the earth and circulating water change the landscape. **Lessons 8-13** *-Inquiry Investigations* *-STC Literacy Series Reading Selections* *-Science Notebooking* *-Student Investigation Guides* *-Hands-on Equipment* *-Creating Models* **Tigtag** www.tigtagcarolina.com **Minerals** **Rocks** **Soil** **Weathering** **Glaciers**			

Quarter 4 cont...

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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 **SCIENCE and ENGINEERING PRACTICES** **Developing and Using Models** Develop a model to represent patterns in the natural world **CROSSCUTTING CONCEPTS** **Patterns** Patterns in the natural world can be observed.	**PERFORMANCE EXPECTATION** **2-ESS2-2** Develop a model to represent the shapes and kinds of land and bodies of water in an area.	**RESOURCES:** ***Smithsonian Science and Technology Concepts™* Land and Water Unit Lessons 8-17** **SUBCONCEPT 5 –**The interactions among the elements of the earth and circulating water change the landscape. **Lessons 8-13** **SUBCONCEPT 4 –**Human interact with natural elements to affect changes in the landscape. **Lessons 12; 14-17** *-Inquiry Investigations* *-STC Literacy Series Reading Selections* *-Science Notebooking* *-Student Investigation Guides* *-Hands-on Equipment* *-Creating Models* **Tigtag** www.tigtagcarolina.com **Earthquakes** **Earth's Layers**	***Smithsonian Science and Technology Concepts™*** **Integrated FERA Cycle Instruction of** Crosscutting concepts and science and engineering practices with science core ideas **FOCUS Strategies include:** -pre-teaching activities such as brainstorming, KWL charts, anticipation guides, etc. -guiding/focus questions **EXPLORE Strategies include:** -inquiry-based discussions and investigations -classroom activities, inquiries and models to help students develop a further understanding of the concepts/core ideas being discussed **REFLECT Strategies include:** -Science Notebooking -Key Ideas -Academic Vocabulary **APPLY Strategies include:** -Venn diagrams, cause and effect charts, review games, engineering application lessons, etc. **COMMON CORE** **Reading Informational Text RI.1-9:** RI.1-3 Key Ideas and Details RI.4-6 Craft and Structure RI.7-9 Integration of Knowledge and Ideas **Writing W.1-9** W.1-3 Text Types and Purpose W.4-6 Production and Distribution of Writing W.7-9 Research to Build and Present Knowledge **GUIDING QUESTIONS** *-How can we design solutions to slow or prevent wind and water from changing the land?* *-Where is water found on earth and in what forms?* -	**RESOURCES:** www.carolinascienceonline.com • Interactive Whiteboard Activities • STC Literacy Series Land and Water www.tigtagcarolina.com • Video Sets related to land, water, erosion, soils, weathering www.mysi.edu Smithsonian information website **DEVICES:** • iPads • Tablets • Chromebooks • ELMO • SMARTboard **SOFTWARE:** • Microsoft Powerpoint • Microsoft Word • SMARTboard activities	**INTERVENTIONS:** ***Smithsonian Science and Technology Concepts™*** • Science Notebooks • Extensions **ASSESSMENTS:** ***Smithsonian Science and Technology Concepts™*** Land and Water Unit **Lesson 1 Pre-Assessment** *Students discuss what they know like to know about land and water* **Lesson 17 Assessment** *Students discuss and reflect on what they have learned* *-FORMATIVE* *-SUMMATIVE* **Science Notebooks** **Inquiry Data Sheets** **Investigation Follow-up Questions**
CORE IDEAS **ESS2.C The Role of Water in Earth's Surface** Water is found in the ocean, rivers, lakes, and ponds, Water exists as solid ice, and in liquid form. **SCIENCE and ENGINEERING PRACTICES** **Obtaining, Evaluating, and Communicating 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. **CROSSCUTTING CONCEPTS** **Patterns** Patterns in the natural world can be observed	**PERFORMANCE EXPECTATION** ****2-ESS2-3** Obtain information to identify where water is found on Earth and that it can be solid or liquid. *****Also addressed in STC™ Solids and Liquids unit***	**RESOURCES:** ***Smithsonian Science and Technology Concepts™* Land and Water Unit Lessons 2-13** **SUBCONCEPT 2 –**Water evaporates, rises, condenses, and falls to earth, where it collects in lakes, oceans, rivers, and soil and rocks, in a process known as the water cycle. **Lesson 2** **SUBCONCEPT 3 –**Streams and rivers slowly reshape the earth's land surface by eroding and carrying soil and rock **Lessons 3-7** **SUBCONCEPT 5 –**The interactions among the elements of the earth and circulating water change the landscape. **Lessons 8-13** *-Inquiry Investigations* *-STC Literacy Series Reading Selections* *-Science Notebooking* *-Student Investigation Guides* *-Hands-on Equipment* *-Creating Models* **Tigtag** www.tigtagcarolina.com **Water**			