UNIT 6

Course: Language Arts/Science/SEL	**Grade Level:** 2nd Grade
Unit Title: Earth and Space Science: *The Effects of Wind and Water on Land*	**Length of Unit:** Until the end of the third trimester - Approximately 6 weeks

Unit Summary: In this unit, students will study the effects wind, and water play in shaping the land. As part of this exploration, students will come to discover that these effects can occur quickly or very slowly--over time. Students will engage in discussions and experiments where they will be able to compare different solutions designed to slow or prevent wind and/or water from changing the shape of the land. Finally, students will compare possible solutions to a challenge associated with the effect of wind and/or water. Students will also learn that water can exist in liquid or ice form on the earth or as a body of water. Students will explore the ways authors use reasons to support specific points in the text and deepen readers' understanding. Students will use the writing process to write/present opinion pieces in which they introduce a topic or book, state an opinion, supply reasons, use linking words and provide a concluding statement.

SEL:
Throughout this unit, students will be asked to <u>monitor their progress and self-assess</u> their ability to use social awareness and interpersonal skills to establish and maintain positive relationships.

Stage 1- Desired Results

STANDARDS	Transfer
Priority: **Science:** **2-ESS2-1: Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.** **Language Arts:** **RL/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.**	*Students will be able to independently use their learning to…* **TG1: Apply an understanding of the effects of wind and water on Earth's surface to develop a model that represents these changes and effectively compare solutions designed to prevent Earth surface-related disasters now and in the future.** **TG2: Read a wide range of texts, asking questions before, during, and after reading to monitor understanding of a text as a whole, and to determine the differences in points of view of characters, an author's purpose, and whether or not an author effectively supports key ideas addressed/referenced within a text.** **TG3: Write an opinion piece supported by reasons.**

RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Meaning	
	UNDERSTANDINGS *Students will understand that…*	ESSENTIAL QUESTIONS *Students will continue to consider . . .*
RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	**EU1:** Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. *(Things may change slowly or rapidly.)*	**EQ1:** How can we know change is occurring if it happens too slowly to observe? *What effect do humans have on the planet?*
RI.2.8: Describe how reasons support specific points the author makes in a text		
W.2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement.	**EU2:** Wind and water can change the shape of the land. *(Patterns in the natural world can be observed.)*	**EQ2:** How can wind and water change the shape of the land?
	EU3: Effective readers consider who is telling the story and *why* and they pay attention to the details that help them with this.	**EQ3:** How can a character's point of view impact my outlook on a story?
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).	**EU4:** When we know an author's purpose for writing, we can understand why an author may say things in a specific way or include certain facts and not others.	**EQ4:** How does understanding an author's purpose help me make meaning of a text?
SEL: **Goal 1: Develop self-awareness and self-management skills to achieve school and life success.**	**EU5:** Authors use reasons to support specific points and main ideas.	**EQ5:** How does an author support what is said in a text?
Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.	**EU6:** Providing a reason or evidence will support the point the author wants to make; good writers draw on evidence from a variety of sources to validate their opinions.	**EQ6:** How will I know if I have convinced others that my opinion is valid? *How do I make others believe what I have to say?*
	EU7: Positive relationships will help us stretch and grow; they require honesty, trust,	**EQ7:** What does it mean to have a positive relationship with someone?

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.	respect, and the ability to listen to one another.	
	Acquisition	
Supporting: Science: 2-ESS2-3: Obtain information to identify where water is found on Earth and that it can be solid or liquid. 2-ESS1-1: Use information from several sources to provide evidence that Earth events can occur quickly or slowly. 2-ESS2-2: Develop a model to represent the shapes and kinds of land and bodies of water in an area. Language Arts: RL.2.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. RI.2.9: Compare and contrast the most important points presented by two texts on the same topic. 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.	*Students will know…* **K1:** Academic Vocabulary **Science** **K2:** Because there is always more than one possible solution to a problem, it is useful to compare and test designs **Language Arts/Digital Literacy** **K3:** Reading strategies **K4:** The elements of opinion writing **K5:** The writing process **K6:** The research process **K7:** Digital tools for publishing **K8:** How to be a responsible digital citizen **SEL** **K9:** The steps necessary to maintaining a positive relationship	*Year-Long English/Spanish* *"I Can" Statements* *Students will be skilled at…* **Science** **S1:** I can compare multiple solutions to a problem. **S2:** I can make observations from several sources to construct an evidence-based account for natural phenomena. **Language Arts/Digital Literacy** **S3:** I can ask and answer who, what, where, when, why, and how questions to show that I understand key details in a text. (RL/RI.1) **S4:** I can find differences in the points of view of characters. (RL.6) **S5:** I can change my voice for each character when I read aloud. (RL.6) **S6:** I can identify the main purpose of a text. (RI.6) **S7:** I can explain what the author wants to inform, explain, or describe. (RI.6)

		S8: I can explain how the author's reasons support the key points in a text. (RI.8) **S9:** I can write an opinion piece about a topic or a book. (W.1) ● I can state an opinion. ● I can supply reasons to support my opinion. ● I can use linking words to connect opinion and reasons. ● I can provide a concluding statement or section. **S10:** I can work with others to research and write about what we learned. (W.7) **S11:** I can compare and contrast different versions of the same story. (RL.9) **S12:** I can focus on the most important points when comparing and contrasting two texts on the same topic. (RI.9) **S13:** I can use different digital tools to produce and publish writing. (W.6) **S14:** I can participate in guided discussions about text to share opinions and responses. (Info/Dig Lit Goal 2) **S15:** I can recognize the point of view or opinion of the author. (Info/Dig Lit Goal 3) **S16:** I can use applications and technology

		tools embedding pictures and text to show what I know about a topic. (Info/Dig Lit Goal 4) **S17:** I can begin to organize information using a variety of technology products independently or as a group. (Info/Dig Lit Goal 4) **SEL** **S18:** I can establish and maintain positive relationships.