

Water Lesson – The Cycle of Water

Curriculum Connections for Grade 2		
Grade	Subject & Unit	Specific Expectations
2	Science & Technology Understanding Matter & Energy: Properties of Liquids and Solids	1.2 assess the impacts of changes in state of solids and liquids on individuals and society Sample prompts: Rain turns to sleet or freezing rain when the temperature near the ground is cold enough. Freezing rain makes walking and driving dangerous. If layers of ice build up on power lines, the lines can fall, leaving people without power to their homes
	Understanding Earth & Space Systems: Air and Water in the Environment	1.1 assess the impact of human activities on air and water in the environment, taking different points of view into consideration (e.g., the point of view of parents, children, other community members), and plan a course of action to help keep the air and water in the local community clean 1.2 assess personal and family uses of water as responsible/efficient or wasteful, and create a plan to reduce the amount of water used, where possible 2.4 investigate the stages of the water cycle, including evaporation (e.g., heat water in a kettle), condensation (e.g., collect the water vapour from the kettle on an overturned mirror), precipitation (e.g., allow the water vapour on the overturned mirror to collect, cool, and drop), and collection (e.g., let the dripping water accumulate in a container) 3.3 describe ways in which living things, including humans, depend on air and water (e.g., most animals, including humans, breathe air to stay alive; wind generates energy, disperses seeds; all living things need to drink or absorb water to stay alive; water is used for washing and bathing, transportation, energy generation) 3.4 identify sources of water in the natural and built environment (e.g., natural: oceans, lakes, ponds, streams, springs, water tables; human-made: wells, sewers, water supply systems, reservoirs, water towers)

		<p>3.5 identify the three states of water in the environment, give examples of each (e.g., solid – visible as ice, snow, sleet, hail, frost; liquid – visible as rain, dew; gas – visible as fog, water vapour), and show how they fit into the water cycle when the temperature of the surrounding environment changes (e.g., heat – evaporation; cooling – condensation and precipitation)</p> <p>3.6 state reasons why clean water is an increasingly scarce resource in many parts of the world</p>
	Social Studies People and Environments: Global Communities	<p>B1.3 demonstrate an understanding of the importance of sustainability in people’s interrelationship with their natural environment and of some of the consequences of sustainable and/or unsustainable actions (e.g., if people in dry regions do not use their water carefully, they may run out; if people do not use sustainable farming techniques, they may exhaust the fertility of the soil; responsible use of resources helps ensure that they will be available for future generations) Sample questions: “What might happen if people use too much water?” “What can happen when people cut down all the trees for farmland?”</p> <p>B3.2 identify continents, significant bodies of water, the equator, poles, and hemispheres, using a globe, print, digital, or interactive maps, and/or a mapping program Sample questions: “Where is North America on this globe?” “Who can place the label for the Atlantic Ocean on the interactive map?”</p> <p>B3.6 identify basic human needs (e.g., for food, water, clothing, transportation, shelter), and describe some ways in which people in communities around the world meet these needs (e.g., food: hunting, fishing, farming, shopping at grocery stores; transportation: on foot, using animals, using motorized vehicles, by water)</p>