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South Carolina Elevate Science Grade 6, ©2023

To the

South Carolina College- and Career-Ready Science Standards 2021 Grade 6

Prepared by Savvas Learning Company, formerly Pearson K12 Learning

A Correlation of South Carolina Elevate Science Grade 6, ©2023 to the South Carolina College- and Career-Ready Science Standards 2021 Grade 6

Introduction

The following document demonstrates how the ***South Carolina Elevate Science ©2023*** program supports the South Carolina College- and Career-Ready Science Standards 2021. Correlation references include the Student Edition, Teacher Edition, and online Realize™ digital resources.

Savvas Learning Company, LLC is proud to introduce ***South Carolina Elevate Science*** Middle Grades – where exploration is the heart of science! Designed to address the rigors of new science standards, students will experience science up close and personal, using real-world, relevant phenomena to solve project-based problems. Our newest program prepares students for the challenges of tomorrow, building strong reasoning skills and critical thinking strategies as they engage in explorations, formulate claims, and gather and analyze data that promote evidence-based arguments. The blended print and digital curriculum covers all Next Generation Science Standards at every grade level.

South Carolina Elevate Science helps teachers transform learning, promote innovation, and manage their classroom.

Transform science classrooms by immersing students in active, three-dimensional learning.
South Carolina Elevate Science engages students with real-world tasks, open-ended Quests, uDemonstrate performance-based labs, and in the engineering/design process with uEngineer It! investigations.

- A new 3-D learning model enhances best practices.
- Engineering-focused features infuse STEM learning.
- Phenomena-based activities put students at the heart of a Quest for knowledge.

Innovate learning by focusing on 21st century skills. Students are encouraged to think, collaborate, and innovate! With *South Carolina Elevate Science*, students explore STEM careers, experience engineering activities, and discover our scientific and technological world. The content, strategies, and resources of South Carolina Elevate Science equip the science classroom for scientific inquiry and science and engineering practices.

- Problem-based learning Quests put students on a journey of discovery.
- STEM connections help integrate curriculum.
- Coding and innovation engage students and build 21st century skills.

Manage the classroom with confidence.
Teachers will lead their class in asking questions and engaging in argumentation. Evidence-based assessments provide new options for monitoring student understanding.

- Professional development offers practical point-of-use support.
- Embedded standards in the program allow for easy integration.
- ELL and differentiated instruction strategies help instructors reach every learner.
- Interdisciplinary connections relate science to other subjects.

Designed for today's classroom, preparing students for tomorrow's world. ***South Carolina Elevate Science*** promises to:

- Elevate thinking.
- Elevate learning.
- Elevate teaching.

SE = Student Edition **TE= Teacher Edition**

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

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Disciplinary Core Ideas	
PS3.A: Definitions of Energy	
Temperature is a measure of the average kinetic energy of particles of matter. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present.	**SE/TE:** Temperature And Its Measurement, 176 How Thermal Energy and Temperature Are Related, 177-179 Specific Heat, 194 Math Toolbox: Energy Change, Specific Heat, and Mass, 194 Topic 4 Review and Assess, #8, 200 **Realize™ Digital Resources:** **Topic 4: Thermal Energy** >Lesson 3: Heat and Materials>uInvestigate Lab: Comparing How Liquids Cool
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The amount of energy transfer needed to change the temperature of a matter sample by a given amount depends on the nature of the matter, the size of the sample, and the environment.	**SE/TE:** Changes in Temperature, 179 Reading Check: SEP Construct Explanations, 179 Lesson 1 Check, #5, 180 Specific Heat, 194 Math Toolbox: Energy Change, Specific Heat, and Mass, 194 Lesson 3 Check, #3, 199 Topic 4 Review and Assess, #6, 200 **Realize™ Digital Resources:** **Topic 4: Thermal Energy** >Lesson 3: Heat and Materials>uInvestigate Lab: Comparing How Liquids Cool
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Performance Expectation	
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Science and Engineering Practices	
Engaging in Argument from Evidence Use an oral and written argument supported by evidence to support or refute an explanation or a model for a phenomenon.	**SE/TE:** uConnect Lab: How Is Your Body Organized?, 60-61 Reading Check: Support Author's Claim, 63 Lesson 1 Check, #8, 70 Reading Check: Write Arguments, 93 Literacy Connection: Draw Evidence, 101 Reading Check: Draw Evidence, 103 Lesson 4 Check, #3, 107 Topic 2 Evidence-Based Assessment, 120-121 uDemonstrate Lab: Reaction Research, 122-125 **Realize™ Digital Resources:** **Topic 2: Human Body Systems** >Lesson 1: Body Organization>Inquiry Warm-Up Lab: System-atically Organized >Lesson 4: Managing Materials>Inquiry Warm-Up Lab: Your Heart, Your Breathing;>uInvestigate Lab: Body Systems Working Together
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Performance Expectation	
6-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.	**SE/TE:** Stimulus and Response, 75 Plan It!: Reaction Time, 75 Case Study: How Do You See It?, 82-83 Connect It!, 108 Nervous System, 109-113 Lesson 5 Check, #3, 117 Topic 2 Review and Assess, #16, 119 uDemonstrate Lab: Reaction Research, 122-125 **Realize™ Digital Resources:** **Topic 2: Human Body Systems** >Lesson 5: Controlling Processes>uInvestigate Lab: What Are the Parts of the Nervous System?
Disciplinary Core Ideas	
LS1.D: Information Processing	
Each sense receptor responds to different inputs (electromagnetic, mechanical, chemical), transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behaviors or memories.	**SE/TE:** Stimulus and Response, 75 Case Study: How Do You See It?, 82-83 Reacting to the Environment, Figure 1, 109 Neurons, 110 Central Nervous System, 111 Reflexes, 113 Model It!: Learning from Experience, 113 Lesson 5 Check, #4, 117 Topic 2 Review and Assess, #16, 119 **Realize™ Digital Resources:** **Topic 2: Human Body Systems** >Lesson 5: Controlling Processes>uInvestigate Lab: What Are the Parts of the Nervous System?
Changes in the structure and functioning of many millions of interconnected nerve cells allow combined inputs to be stored as memories for long periods of time.	**SE/TE:** Case Study: How Do You See It?, 82-83 Reacting to the Environment, Figure 1, 109 The Brain, 111 Reflexes, 113 Model It!: Learning from Experience, 113 Quest Check-In, 117 Topic 2 Review and Assess, #16, 119 **Realize™ Digital Resources:** **Topic 2: Human Body Systems** >Lesson 5: Controlling Processes>Quest Check-In Interactivity: Why Practice Makes Perfect

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Science and Engineering Practices	
Obtaining, Evaluating, and Communicating Information Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence.	**SE/TE:** Case Study: How Do You See It?, 82-83 **Realize™ Digital Resources:** **Topic 2: Human Body Systems** >Lesson 5: Controlling Processes>Quest Check-In Interactivity: Why Practice Makes Perfect
Crosscutting Concepts	
Cause and Effect Cause-and-effect relationships may be used to predict phenomena in natural systems.	**SE/TE:** Case Study: How Do You See It?, 82-83 Connect It!, 108 Parts of the Nervous System, Figure 3: CCC Cause and Effect, 111 Lesson 5 Check, #3, 117 **Realize™ Digital Resources:** **Topic 2: Human Body Systems** >Lesson 5: Controlling Processes>Inquiry Warm-Up Lab: How Does Your Knee React?;>uInvestigate Lab: What Are the Parts of the Nervous System?
Earth's Place in the Universe (ESS1)	
Performance Expectation	
6-ESS1-4. Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.	**SE/TE:** Case Study: Rewriting the History of Your Food, 540-541 Connect It!, 542 The Geologic Time Scale, 543 Reading Check: Summarize Text, 543 The Geologic Time Scale, Figure 2, 544-545 Dividing Geologic Time, 546-547 Lesson 2 Check, #5, 548 It's All Connected: Earth's Timeline, 559 Topic 11 Evidence-Based Assessment, 562-563 uDemonstrate Lab: Core Sampling Through Time, 564-567 **Realize™ Digital Resources:** **Topic 11: History of Earth** >Lesson 2: Geologic Time Scale>Quest Check-In Lab: A Matter of Time >Lesson 3: Major Events in Earth's History>Virtual Lab: The Story in the Strata

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Disciplinary Core Ideas	
ESS1.C: The History of Planet Earth	
The geologic time scale interpreted from rock strata provides a way to organize Earth's history. Analyses of rock strata and the fossil record provide only relative dates, not an absolute scale.	**SE/TE:** Determining Relative Ages of Rocks, 534-536 The Geologic Time Scale, 543 The Geologic Time Scale, Figure 2, 544-545 Dividing Geologic Time, 546-547 Lesson 2 Check, #1, #5, 548 Major Events in the Paleozoic Era, 551 Lesson 3 Check, #6, 558 It's All Connected: Earth's Timeline, 559 Topic 11 Evidence-Based Assessment, 562-563 uDemonstrate Lab: Core Sampling Through Time, 564-567 **Realize™ Digital Resources:** **Topic 11: History of Earth** >Lesson 2: Geologic Time Scale>Interactivity: A Very Grand Canyon;>Quest Check-In Lab: A Matter of Time
Major historical events include the formation of mountain chains and ocean basins, the adaptation and extinction of particular living organisms, volcanic eruptions, periods of massive glaciation, and development of watersheds and rivers through glaciation and water erosion.	**SE/TE:** Major Events in the Paleozoic Era, 551-553 Major Events in the Mesozoic Era, 554-555 Model It!: The End of the Dinosaurs, 555 Major Events in the Cenozoic Era, 556 How Scientists Organize Earth's History, Figure 5, 557 Lesson 3 Check, #3, #4, 558 It's All Connected: Earth's Timeline, 559 **Realize™ Digital Resources:** **Topic 11: History of Earth** >Lesson 3: Major Events in Earth's History>uInvestigate Lab: Changes in the Water
Science and Engineering Practices	
Constructing Explanations and Designing Solutions Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.	**SE/TE:** Case Study: Rewriting the History of Your Food, 540-541 Connect It!, 542 Lesson 2 Check, #5, 548 Lesson 3 Check, #6, 558 Topic 11 Evidence-Based Assessment, 562-563 **Realize™ Digital Resources:** **Topic 11: History of Earth** >Lesson 2: Geologic Time Scale>Quest Check-In Lab: A Matter of Time

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Crosscutting Concepts	
Scale, Proportion, and Quantity Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.	**SE/TE:** uConnect Lab: Dividing History, 530-531 Case Study: Rewriting the History of Your Food, 540-541 The Geologic Time Scale, 543 The Geologic Time Scale, Figure 2, 544-545 Dividing Geologic Time, 546-547 Question It!: Modeling Geologic Time, 547 Lesson 2 Check, #3, 548 **Realize™ Digital Resources:** **Topic 11: History of Earth** >Lesson 2: Geologic Time Scale>uInvestigate Lab: Going Back in Time
Earth's Systems (ESS2)	
Performance Expectation	
6-ESS2-1. Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.	**SE/TE:** uConnect Lab: Build a Model of Earth, 372-373 Movement in Earth's Mantle, 382-383 Lesson 1 Check, #4, 384 Mineral Formation, 390-392 Model It!: Diamond Formation, 392 Lesson 2 Check, #4, #5, 394 How Rocks Form, 399-402 Lesson 3 Check, #2, 403 Quest Check-In, 403 The Cycling of Earth's Materials, 405-408 The Rock Cycle, Figure 3: SEP Develop Models, 407 Model It!: Modeling the Cycling of Rock Material, 408 Lesson 4 Check, #5, 409 Case Study: Mighty Mauna Loa, 410-11 Topic 8 Review and Assess, #5, #14, 412-413 uDemonstrate Lab: The Rock Cycle in Action, 416-419 **Realize™ Digital Resources:** **Topic 8: Minerals and Rocks in the Geosphere** >Lesson 2: Minerals>uInvestigate Lab: Mineral Mash-Up >Lesson 3: Rocks>uInvestigate Lab: A Sequined Rock >Lesson 4: Cycling of Rocks>Inquiry Warm-Up Lab: Paper or Plastic...or Rock?

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Disciplinary Core Ideas	
ESS2.A: Earth Materials and Systems	
All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. This energy is derived from the sun and Earth's hot interior. The energy that flows and matter that cycles produce chemical and physical changes in Earth's materials and living organisms.	**SE/TE:** Movement in Earth's Mantle, 382-383 Lesson 1 Check, #4, 384 Mineral Formation, 390-392 Lesson 2 Check, #4, #5, 394 How Rocks Form, 399-402 Reading Check: Summarize Text, 402 Lesson 3 Check, #2, 403 The Flow of Energy in the Rock Cycle, 406 Cycling of Earth's Materials, 408 uDemonstrate Lab: The Rock Cycle in Action, 416-419 **Realize™ Digital Resources:** **Topic 8: Minerals and Rocks in the Geosphere** >Lesson 3: Rocks>uInvestigate Lab: A Sequined Rock >Lesson 4: Cycling of Rocks>Interactivity: Rocks on the Move
Science and Engineering Practices	
Developing and Using Models Develop and use a model to describe phenomena.	**SE/TE:** uConnect Lab: Build a Model of Earth, 372-373 Mantle Convection, Figure 7: SEP Use Models, 383 Model It!: Diamond Formation, 392 Lesson 2 Check, #5, 394 Sequencing Sedimentary Rock Formation, Figure 4: CCC Patterns, 400 Quest Check-In, 403 The Rock Cycle, Figure 3: SEP Develop Models, 407 Model It!: Modeling the Cycling of Rock Material, 408 Lesson 4 Check, #5, 409 Case Study: Mighty Mauna Loa, 410-411 Topic 8 Review and Assess, #5, #14, #16, #17, 412-413 uDemonstrate Lab: The Rock Cycle in Action, 416-419 **Realize™ Digital Resources:** **Topic 8: Minerals and Rocks in the Geosphere** >Lesson 2: Minerals>uInvestigate Lab: Mineral Mash-Up >Lesson 3: Rocks>uInvestigate Lab: A Sequined Rock >Lesson 4: Cycling of Rocks>Inquiry Warm-Up Lab: Paper or Plastic...or Rock?;>Interactivity: Rocks on the Move

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Crosscutting Concepts	
Energy and Matter Within a natural or designed system, the transfer of energy drives the motion/and or cycling of matter.	**SE/TE:** uConnect Lab: Build a Model of Earth, 372-373 Convection Currents in Earth, 383 Lesson 1 Check, #4, 384 Lesson 2 Check, #4, 394 The Flow of Energy, 402 Lesson 3 Check, #2, 403 The Flow of Energy in the Rock Cycle, 406 Topic 8 Review and Assess, #5, 412 uDemonstrate Lab: The Rock Cycle in Action, 416-419 **Realize™ Digital Resources:** **Topic 8: Minerals and Rocks in the Geosphere** >Lesson 4: Cycling of Rocks>Interactivity: Rocks on the Move
Performance Expectation	
6-ESS2-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.	**SE/TE:** Connect It!, 424 Breaking Down Earth's Surface, 425 Weathering Earth's Surface, 426-427 Soil Formation, 430 Lesson 1 Check, #1, #2, #5, 432 Changing Earth's Surface, 435 Lesson 2 Check, #2, #3, 440 Connect It!, 442 How Water Causes Erosion, 443 Reading Check: Integrate With Visuals, 448 Groundwater Erosion and Deposition, Figure 7: SEP Construct Explanations, 449 Lesson 3 Check, #3, #4, 451 Connect It!, 454 Glaciers Change Earth's Surface, 455 Glacial Erosion, Figure 2: SEP Construct Explanations, 457 Reading Check: Write Explanatory Texts, 461 Lesson 4 Check, #3, 463 Topic 9 Review and Assess, #9, 464 Topic 9 Evidence-Based Assessment, 466-467 uDemonstrate Lab: Materials on a Slope, 468-471 Case Study: Australia on the Move, 496-497 **Realize™ Digital Resources:** **Topic 9: Earth's Surface Systems** >Lesson 1: Weathering and Soil>uInvestigate Lab: Freezing and Thawing >Lesson 3: Water Erosion>Interactivity: Mammoth Caves

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Disciplinary Core Ideas	
ESS2.A: Earth Materials and Systems	
The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future.	**SE/TE:** Breaking Down Earth's Surface, 425 Changing Earth's Surface, 435 How Water Causes Erosion, 443 Karst Topography, 450 Glacial Erosion, 457 Landforms Formed by Wave Erosion, 461
ESS2.C: The Roles of Water in Earth's Surface Processes	
Water's movements—both on the land and underground—cause weathering and erosion, which change the land's surface features and create underground formations.	**SE/TE:** Weathering Earth's Surface, 426-427 Lesson 1 Check, #2, 432 How Water Causes Erosion, 443-444 Water Erosion, 445-446 Modeling How a River Changes Earth's Surface, Figure 6, 448 Groundwater Changes Earth's Surface, 449-450 Reading Check: Summarize, 450 Lesson 3 Check, #2, #3, 451 Glacier's Change Earth's Surface, 455 Glacial Erosion, 457 Wave Erosion, 460 Landforms Formed by Wave Erosion, 461 Lesson 4 Check, #2, #4, 463 Topic 9 Review and Assess, #13, 465 Topic 9 Evidence-Based Assessment, 466-467 **Realize™ Digital Resources:** **Topic 9: Earth's Surface Systems** >Lesson 3: Water Erosion>Interactivity: Karst Topography;>uInvestigate Lab: Raindrops Falling >Lesson 4: Glacial and Wave Erosion>Interactivity: Effects of Glaciers

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Science and Engineering Practices	
Constructing Explanations and Designing Solutions Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe nature operate today as they did in the past and will continue to do so in the future.	**SE/TE:** Connect It!, 424 Soil Horizons, Figure 4: SEP Construct Explanations, 430 Lesson 1 Check, #2, 432 Connect It!, 442 Reading Check: Integrate With Visuals, 448 Groundwater Erosion and Deposition, Figure 7: SEP Construct Explanations, 449 Glacial Erosion, Figure 2: SEP Construct Explanations, 457 Reading Check: Write Explanatory Texts, 461 Topic 9 Review and Assess, #9, 464 Topic 9 Evidence-Based Assessment, 466-467 uDemonstrate Lab: Materials on a Slope, 468-471 Case Study: Australia on the Move, 496-497 **Realize™ Digital Resources:** **Topic 9: Earth's Surface Systems** >Lesson 1: Weathering and Soil>uInvestigate Lab: Freezing and Thawing >Lesson 3: Water Erosion>Interactivity: Mammoth Caves
Crosscutting Concepts	
Scale Proportion and Quantity Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.	**SE/TE:** Soil Horizons, Figure 4: SEP Use Models, 430 Model It!: From Rock to Soil, 431 Mass Movement, Figure 2: SEP Develop Models, 436 Waterfalls, Figure 3: SEP Use Models, 445 Model It!: Oxbow Lakes, 446 Model It!, 459 Headland Erosion, Figure 2: SEP Develop Models, 460 Lesson 4 Check, #4, 463 uDemonstrate Lab: Materials on a Slope, 468-471 **Realize™ Digital Resources:** **Topic 9: Earth's Surface Systems** >Lesson 1: Weathering and Soil>Inquiry Warm-Up Lab: Breaking Up is Hard to Do >Lesson 2: Erosion and Deposition>uInvestigate Lab: Small, Medium, and Large >Lesson 4: Glacial and Wave Erosion>Inquiry Warm-Up Lab: Glacier in a Cup

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Performance Expectation	
6-ESS2-3. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.	**SE/TE:** uConnect Lab: How Are Earth's Continents Linked Together?, 474-475 Evidence From Land Features, 478 Evidence From Fossils, 478 Evidence for Continental Drift, Figure 2: Interpret Visuals, 478-479 Mid-Ocean Ridges, 480 Mid-Ocean Ridges, Figure 3: Interpret Visuals, 480 Sea-Floor Spreading, 481 Ocean Trenches, 482-483 Lesson 1 Check, #2, #3, 484 Plate Motions Over Time, 489 **Realize™ Digital Resources:** **Topic 10: Plate Tectonics** >Lesson 1: Evidence of Plate Motions>uInvestigate Lab: Piecing Together a Supercontinent
Disciplinary Core Ideas	
ESS2.B: Plate Tectonics and Large-Scale System Interactions	
Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geological history.	**SE/TE:** The Theory of Plate Tectonics, 487
Plate movements are responsible for most continental and ocean floor features and for the distribution of most rocks and minerals within Earth's crust.	**SE/TE:** Mineral Distribution, 393 Mid-Ocean Ridges, 480 Sea-Floor Spreading, 481 Ocean Trenches, 482 Plate Tectonics Give Rise to the Himalayas, Figure 1, 487 Plate Boundaries, 491 Divergent Boundaries, 492 Convergent Boundaries, 493 New Landforms From Plate Movement, 501-502 Lesson 3 Check, #2, 508 Volcanoes and Plate Boundaries, 512-513 Lesson 4 Check, #2, 519 uDemonstrate Lab: Modeling Sea-Floor Spreading, 524-527 **Realize™ Digital Resources:** **Topic 10: Plate Tectonics** >Lesson 2: Plate Tectonics and Earth's Surface>uInvestigate Lab: Plate Interactions

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Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth's plates have moved great distances, collided, and spread apart.	**SE/TE:** uConnect Lab: How Are Earth's Continents Linked Together?, 474-475 Evidence From Land Features, 478 Evidence From Fossils, 478 Evidence for Continental Drift, Figure 2: Interpret Visuals, 478-479 Lesson 1 Check, #2, 484 200 Million Years of Plate Motions, Figure 4: Interpret Visuals, 489 Plate Motions Over Time, 489 **Realize™ Digital Resources:** **Topic 10: Plate Tectonics** >Lesson 1: Evidence of Plate Motions>uInvestigate Lab: Piecing Together a Supercontinent
ETS2.A: Interdependence of Science, Engineering, and Technology	
Technologies extend the measurement, exploration, modeling, and computational capacity of scientific investigations.	**SE/TE:** Mid-Ocean Ridges, 480 Reading Check: Cite Textual Evidence, 481 Lesson 1 Check, #5, 484 It's All Connected: The Slow Acceptance of Continental Drift, 485 Math Toolbox: Rates of Plate Movement, 492
Science and Engineering Practices	
Analyzing and Interpreting Data Analyze and interpret data to provide evidence for phenomena.	**SE/TE:** uConnect Lab: How Are Earth's Continents Linked Together?, 474-475 Evidence for Continental Drift, Figure 2: Interpret Visuals, 478-479 Mid-Ocean Ridges, Figure 3: Interpret Visuals, 480 Lesson 1 Check, #2, #3, 484 **Realize™ Digital Resources:** **Topic 10: Plate Tectonics** >Lesson 1: Evidence of Plate Motions>uInvestigate Lab: Piecing Together a Supercontinent

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Crosscutting Concepts	
Patterns Patterns in rates of change and other numerical relationships can provide information about natural systems.	**SE/TE:** Plate Motions Over Time, 489 Math Toolbox: Rates of Plate Movement, 492 Lesson 2 Check, #4, 495 Case Study: Australia on the Move, 496-497 **Realize™ Digital Resources:** **Topic 10: Plate Tectonics** >Lesson 1: Evidence of Plate Motions>Interactivity: Slow and Steady >Lesson 2: Plate Tectonics and Earth's Surface>Interactivity: Relative Plate Motion;>Worksheet: Relative Plate Motion
Performance Expectation	
6-ESS2-4. Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.	**SE/TE:** uConnect Lab: Puddle Befuddlement, 272-273 Water Enters the Atmosphere, 283 Condensation, 284 Forming a Cloud, Figure 2, 284 Water Leaves the Atmosphere, 286 The Water Cycle, 289 Reading Check: Summarize Text, 289 Model It!, 289 Lesson 2 Check, #5, 290 uDemonstrate Lab: Water From Trees, 324-327 **Realize™ Digital Resources:** **Topic 6: Weather in the Atmosphere** >Lesson 2: Water in the Atmosphere>Interactivity: Water Cycle;>Worksheet: Water Cycle;>uInvestigate Lab: How Clouds and Fog Form
Disciplinary Core Ideas	
ESS2.C: The Roles of Water in Earth's Surface Processes	
Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land.	**SE/TE:** Water Enters the Atmosphere, 283 Condensation, 284 Water Leaves the Atmosphere, 286 The Water Cycle, 289 Lesson 2 Check, #5, 290 Topic 6 Review and Assess, #7, 320 **Realize™ Digital Resources:** **Topic 6: Weather in the Atmosphere** >Lesson 2: Water in the Atmosp**here>uInvestigate Lab: How Clouds and Fog Form**

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Global movements of water and its changes in form are propelled by sunlight and gravity.	**SE/TE:** uConnect Lab: Puddle Befuddlement, 272-273 Water Enters the Atmosphere, 283 Water Leaves the Atmosphere, 286 The Water Cycle, 289 Reading Check: Summarize Text, 289 Lesson 2 Check, #1, 290 Topic 6 Review and Assess, #5, 320 **Realize™ Digital Resources:** **Topic 6: Weather in the Atmosphere** >Lesson 2: Water in the Atmosphere>Interactivity: Water Cycle;>Worksheet**:** Water Cycle;>uInvestigate Lab: How Clouds and Fog Form
Science and Engineering Practices	
Developing and Using Models Develop a model to describe unobservable mechanisms.	**SE/TE:** uConnect Lab: Puddle Befuddlement, 272-273 Model It!, 289 Lesson 2 Check, #5, 290 uDemonstrate Lab: Water From Trees, 324-327 **Realize™ Digital Resources:** **Topic 6: Weather in the Atmosphere** >Lesson 2: Water in the Atmosphere>Interactivity: Water Cycle;>Worksheet: Water Cycle;>uInvestigate Lab: How Clouds and Fog Form
Crosscutting Concepts	
Energy and Matter Within a natural or designed system, the transfer of energy drives the motion and/or cycling of matter.	**SE/TE:** uConnect Lab: Puddle Befuddlement, 272-273 Reading Check: Summarize Text, 289 Lesson 2 Check, #1, 290 Topic 6 Review and Assess, #5, 320 **Realize™ Digital Resources:** **Topic 6: Weather in the Atmosphere** >Lesson 2: Water in the Atmosphere>Interactivity: Water Cycle;>Worksheet: Water Cycle

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Performance Expectation	
6-ESS2-5. Analyze and interpret data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.	**SE/TE:** Major Air Masses, 293-294 Types of Fronts, 295-296 Cyclones and Anticyclones, 298 Lesson 3 Check, #3, 299 Global Patterns and Local Weather, 303 Topic 6 Evidence-Based Assessment, 322-323 **Realize™ Digital Resources:** **Topic 6: Weather in the Atmosphere** >Lesson 3: Air Masses>uInvestigate Lab: Weather Fronts;>Interactivity: Mapping Out the Weather
Disciplinary Core Ideas	
ESS2.C: The Roles of Water in Earth's Surface Processes	
The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns.	**SE/TE:** Global Patterns and Local Weather, 303 Reading Check: Determine Conclusions, 303
ESS2.D: Weather and Climate	
Because these patterns are so complex, weather can only be predicted probabilistically.	**SE/TE:** The Future of Meteorology, 305 **Realize™ Digital Resources:** **Topic 6: Weather in the Atmosphere** >Lesson 4: Predicting Weather Changes>Quest Check-In Interactivity: Predicting Severe Weather
Science and Engineering Practices	
Analyzing and Interpreting Data Analyze and interpret data to provide evidence for phenomena.	**SE/TE:** Lesson 3 Check, #3, 299 Topic 6 Evidence-Based Assessment, 322-323 **Realize™ Digital Resources:** **Topic 6: Weather in the Atmosphere** >Lesson 3: Air Masses>uInvestigate Lab: Weather Fronts;>Interactivity: Mapping Out the Weather

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Crosscutting Concepts	
Cause and Effect Cause-and-effect relationships may be used to predict phenomena in natural or designed systems.	**SE/TE:** Literacy Connection: Read and Comprehend, 296 Lesson 3 Check, #2, 299 Reading Check: Determine Conclusions, 303 **Realize™ Digital Resources:** **Topic 6: Weather in the Atmosphere** >Lesson 3: Air Masses>Interactivity: Mapping Out the Weather >Lesson 4: Predicting Weather Changes>uInvestigate Lab: Tracking Weather
Performance Expectation	
6-ESS2-6. Develop and use models to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.	**SE/TE:** Local Winds and Global Winds, 345-347 Model It!: Earth is Heating Up, 346 Global Wind Belts, Figure 6: SEP Use Models, 348 Global Wind Patterns, 348-349 Jet Streams, Figure 7: SEP Use Models, 349 Lesson 2 Check, #4, #5, 350 Factors Affecting Surface Currents, 354 Effects on Climate, 355 Global Ocean Conveyor, 358 Global Conveyor Belt, Figure 5: SEP Develop Models, 358 Lesson 3 Check, #3, #4, 359 Topic 7 Review and Assess, #8, #15, 362-363 Topic 7 Evidence-Based Assessment, 364-365 uDemonstrate Lab: Not All Heating Is Equal, 366-369 **Realize™ Digital Resources:** **Topic 7: Energy in the Atmosphere and Ocean** >Lesson 2: Patterns of Circulation in the Atmosphere>Interactivity: Winds Across the Globe >Lesson 3: Patterns of Circulation in the Ocean>uInvestigate Lab: Modeling Ocean Current Formation;>Interactivity: Keeping Current on Currents

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Disciplinary Core Ideas	
ESS2.C: The Roles of Water in Earth's Surface Processes	
Variations in density due to variations in temperature and salinity drive a global pattern of interconnected ocean currents.	**SE/TE:** Deep Ocean Currents, 357-358 Global Conveyor Belt, Figure 5: SEP Develop Models, 358 **Realize™ Digital Resources:** **Topic 7: Energy in the Atmosphere and Ocean** >Lesson 3: Patterns of Circulation in the Ocean>uInvestigate Lab: Modeling Ocean Current Formation;>Interactivity: Keeping Current on Currents
ESS2.D: Weather and Climate	
The tilt of the earth's rotational axis causes a pattern of uneven heating and cooling that changes seasonally and establishes global patterns of climate and weather.	**SE/TE:** Local Winds and Global Winds, 345-347 Global Wind Patterns, 348-349 Factors Affecting Surface Currents, 354 Effects on Climate, 355 Literacy Connection: Integrate With Visuals, 355 Lesson 3 Check, #3, 359 Topic 7 Review and Assess, #15, 363 Topic 7 Evidence-Based Assessment, 364-365 uDemonstrate Lab: Not All Heating Is Equal, 366-369 **Realize™ Digital Resources:** **Topic 7: Energy in the Atmosphere and Ocean** >Lesson 2: Patterns of Circulation in the Atmosphere>Interactivity: Winds Across the Globe
Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns.	**SE/TE:** Effects of Global Wind Belts, 349 Jet Streams, 349 Lesson 2 Check, #5, 350 Effects on Climate, 355 Literacy Connection: Integrate With Visuals, 355 Lesson 3 Check, #3, 359 Topic 7 Review and Assess, #15, 363 **Realize™ Digital Resources:** **Topic 7: Energy in the Atmosphere and Ocean** >Lesson 2: Patterns of Circulation in the Atmosphere>uInvestigate Lab: United States Precipitation

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The ocean exerts a major influence on weather and climate by absorbing energy from the sun, releasing it over time, and globally redistributing it through ocean currents.	**SE/TE:** Factors Affecting Surface Currents, 354 Effects on Climate, 355 Literacy Connection: Integrate With Visuals, 355 Global Ocean Conveyor, 358 Global Conveyor Belt, Figure 5: SEP Develop Models, 358 Lesson 3 Check, #3, 359 Topic 7 Review and Assess, #14, #15, 363 **Realize™ Digital Resources:** **Topic 7: Energy in the Atmosphere and Ocean** >Lesson 3: Patterns of Circulation in the Ocean>Interactivity: Keeping Current on Currents
Science and Engineering Practices	
Developing and Using Models Develop and use a model to describe phenomena.	**SE/TE:** Model It!: Earth is Heating Up, 346 Global Wind Belts, Figure 6: SEP Use Models, 348 Jet Streams, Figure 7: SEP Use Models, 349 Lesson 2 Check, #4, 350 Global Conveyor Belt, Figure 5: SEP Develop Models, 358 Lesson 3 Check, #4, 359 Topic 7 Review and Assess, #15, 363 Topic 7 Evidence-Based Assessment, 364-365 uDemonstrate Lab: Not All Heating Is Equal, 366-369 **Realize™ Digital Resources:** **Topic 7: Energy in the Atmosphere and Ocean** >Lesson 1: Energy in the Earth's Atmosphere> uInvestigate Lab: Heating Earth's Surface >Lesson 2: Patterns of Circulation in the Atmosphere>Interactivity: Winds Across the Globe >Lesson 3: Patterns of Circulation in the Ocean>uInvestigate Lab: Modeling Ocean Current Formation;>Interactivity: Keeping Current on Currents

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Crosscutting Concepts	
Systems and System Models Models can be used to represent systems and their interactions—such as inputs, processes, and outputs—and energy, matter, and information flows within systems.	**SE/TE:** Model It!: Earth is Heating Up, 346 Global Wind Belts, Figure 6: SEP Use Models, 348 Lesson 2 Check, #4, 350 Surface Currents, Figure 2, 354-355 Global Conveyor Belt, Figure 5: SEP Develop Models, 358 Lesson 3 Check, #4, 359 Topic 7 Review and Assess, #15, 363 Topic 7 Evidence-Based Assessment, 364-365 uDemonstrate Lab: Not All Heating Is Equal, 366-369 **Realize™ Digital Resources:** **Topic 7: Energy in the Atmosphere and Ocean** >Lesson 2: Patterns of Circulation in the Atmosphere>Inquiry Warm-Up Lab: Turn, Turn, Turn >Lesson 3: Patterns of Circulation in the Ocean>uInvestigate Lab: Modeling Ocean Current Formation

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Earth and Human Activity (ESS3)	
Performance Expectation	
6-ESS3-2. Analyze and interpret data on natural hazards to identify patterns, which help forecast future catastrophic events and inform the development of technologies to mitigate their effects.	**SE/TE:** Case Study: The Case of the Runaway Hurricane, 318-319 uEngineer It!: Ground Shifting Advances: Maps Help Predict, 433 Math Toolbox: Major Landslides and Mudflows, 437 Lesson 2 Check, #5, 440 uDemonstrate Lab: Materials on a Slope, 468-471 Math Toolbox: Finding an Epicenter, 504 uEngineer It!: Designing to Prevent Destruction, 509 Predicting Volcano Hazards, 518 Lesson 4 Check, #4, 519 Quest Check-Ins, 519 Topic 10 Evidence-Based Assessment, 522-523 **Realize™ Digital Resources:** **Topic 6: Weather in the Atmosphere** >Lesson 5: Severe Weather and Floods>uInvestigate Lab: Predicting Hurricanes;>Interactivity: Tinkering with Technology;>Quest Check-In Lab: A History of Hazardous Weather **Topic 9: Earth's Surface Systems** >Lesson 1: Weathering and Soil>uEngineer It! Interactivity: Landslide Prevention **Topic 10: Plate Tectonics** >Lesson 1: Evidence of Plate Motions>Quest Check-In Lab: Patterns in the Cascade Range >Lesson 3: Earthquakes and Tsunami Hazards>uInvestigate Lab: Analyze Earthquake Data to Identify Patterns >Lesson 4: Volcanoes and Earth's Surface>Quest Check-In Lab: Signs of Eruption?

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Disciplinary Core Ideas	
ESS3.B: Natural Hazards	
Some natural hazards, such as volcanic eruptions and severe weather, are preceded by phenomena that allow for reliable predictions, but others, such as earthquakes, occur suddenly and with no notice, and thus are not yet predictable.	**SE/TE:** Weather Technology, 303 Earthquakes, 503 Earthquake Potential, Figure 11, 506 Predicting Volcano Hazards, 518 **Realize™ Digital Resources:** **Topic 6: Weather in the Atmosphere** >Lesson 5: Severe Weather and Floods>uInvestigate Lab: Predicting Hurricanes **Topic 10: Plate Tectonics** >Lesson 3: Earthquakes and Tsunami Hazards>Quest Check-In Interactivity: Monitoring a Volcano;>Quest Worksheet: Monitoring a Volcano >Lesson 4: Volcanoes and Earth's Surface>Quest Check-In Lab: Signs of Eruption?
Mapping the history of natural hazards in a region, combined with an understanding of related geologic forces can help forecast the locations and likelihoods of future events.	**SE/TE:** Case Study: The Case of the Runaway Hurricane, 318-319 uEngineer It!: Ground Shifting Advances: Maps Help Predict, 433 Math Toolbox: Major Landslides and Mudflows, 437 Lesson 2 Check, #5, 440 uDemonstrate Lab: Materials on a Slope, 468-471 Earthquake Potential, Figure 11, 506 Predicting Volcano Hazards, 518 Quest Check-Ins, 519 **Realize™ Digital Resources:** **Topic 6: Weather in the Atmosphere** >Lesson 5: Severe Weather and Floods>uInvestigate Lab: Predicting Hurricanes;>Quest Check-In Lab: A History of Hazardous Weather **Topic 9: Earth's Surface Systems** >Lesson 1: Weathering and Soil>uEngineer It! Interactivity: Landslide Prevention **Topic 10: Plate Tectonics** >Lesson 1: Evidence of Plate Motions>Quest Check-In Lab: Patterns in the Cascade Range >Lesson 3: Earthquakes and Tsunami Hazards>uInvestigate Lab: Analyze Earthquake Data to Identify Patterns >Lesson 4: Volcanoes and Earth's Surface>Quest Check-In Lab: Signs of Eruption?

SE = Student Edition TE= Teacher Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

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ETS2.B: Influence of Engineering, Technology, and Science on Society and the Natural World	
The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and differences in such factors as climate, natural resources, and economic conditions. Thus, technology use varies from region to region and over time.	**SE/TE:** uEngineer It!: Ground Shifting Advances: Maps Help Predict, 433 Seismographs, 504 uEngineer It!: Designing to Prevent Destruction, 509 Predicting Volcano Hazards, 518 Topic 10 Evidence-Based Assessment, 522-523 **Realize™ Digital Resources:** **Topic 6: Weather in the Atmosphere** >Lesson 5: Severe Weather and Floods>uInvestigate Lab: Predicting Hurricanes;>Interactivity: Tinkering with Technology;>Quest Check-In Lab: A History of Hazardous Weather **Topic 10: Plate Tectonics** >Lesson 3: Earthquakes and Tsunami Hazards>Interactivity: Earthquake Engineering;>Quest Check-In Interactivity: Monitoring a Volcano;>Quest Worksheet: Monitoring a Volcano
Science and Engineering Practices	
Analyzing and Interpreting Data Analyze and interpret data to determine similarities and differences in findings.	**SE/TE:** uDemonstrate Lab: Materials on a Slope, 468-471 **Realize™ Digital Resources:** **Topic 6: Weather in the Atmosphere** >Lesson 5: Severe Weather and Floods>Quest Check-In Lab: A History of Hazardous Weather **Topic 10: Plate Tectonics** >Lesson 1: Evidence of Plate Motions>Quest Check-In Lab: Patterns in the Cascade Range >Lesson 4: Volcanoes and Earth's Surface>Quest Check-In Lab: Signs of Eruption?

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Crosscutting Concepts	
Patterns Graphs, charts, and images can be used to identify patterns in data.	**SE/TE:** Case Study: The Case of the Runaway Hurricane, 318-319 Math Toolbox: Major Landslides and Mudflows, 437 Earthquake Potential, Figure 11, 506 **Realize™ Digital Resources:** **Topic 6: Weather in the Atmosphere** >Lesson 5: Severe Weather and Floods>Quest Check-In Lab: A History of Hazardous Weather **Topic 10: Plate Tectonics** >Lesson 1: Evidence of Plate Motions>Quest Check-In Lab: Patterns in the Cascade Range >Lesson 3: Earthquakes and Tsunami Hazards>uInvestigate Lab: Analyze Earthquake Data to Identify Patterns >Lesson 4: Volcanoes and Earth's Surface>Quest Check-In Lab: Signs of Eruption?