

A Correlation of
South Carolina Elevate Science
Kindergarten, ©2023



To the
South Carolina College- and Career-Ready
Science Standards 2021
Kindergarten

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

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.

South Carolina Elevate Science is a comprehensive K-5 science program that focuses on active, student-centered learning. It builds students' critical thinking, questioning, and collaboration skills, and fuels interest in STEM and creative problem solving while supporting literacy development for elementary-age learners. Developed to support Next Generation Science Standards (NGSS), **South Carolina Elevate Science** integrates three-dimensional learning of the Scientific and Engineering Practices, Crosscutting Concepts (CCC), and Disciplinary Core Ideas (DCIs).

The **South Carolina Elevate Science** blended **print** and **digital** curriculum engages students in phenomena-based inquiry and hands-on investigations.

- Problem-based learning Quests put students on a journey of discovery
- Engineering-focused features infuse STEM learning
- Coding and innovation engage students and build 21st century skills

The Teacher's Edition of **South Carolina Elevate Science** helps elementary educators teach science with confidence: Scaffolding, ELD, differentiated instruction, and an instructional organization based upon the 5E learning model, (Engage, Explore, Explain, Extend/Elaborate, Evaluate), provide all the support needed for successful teaching practices. Professional development offers point-of-use support. A full-view approach to inquiry and testing provides new options for a variety of hands-on labs and assessments for three-dimensional learning.

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

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

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Motion and Stability: Forces and Interactions (PS2)	
Performance Expectation	
<p>K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.</p>	<p>SE/TE: Quest Kickoff: Wind Makes It Go, 2-3 uConnect Lab: How do things move?, 4 ulnvestigate Lab: How can we make objects move?, 7 Engineering Toolbox: Conduct an Investigation, 8 Quest Check-In, 11 ulnvestigate Lab: How do objects move?, 13 STEM Quest Check-In Lab: How can you build your sail car?, 16-17 Quest Findings: Wind Makes It Go, 28 uDemonstrate Lab: How do objects change their motion?, 34-35</p> <p>Realize™ Digital Resources: Pushes and Pulls >Topic Launch>Quest Kickoff>Video: Wind Make It Go >Lesson 1, Pushes and Pulls>Interactivity: Push and Pull >Topic Close>Quest Findings>Interactivity>Wind Makes It Go</p>

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Disciplinary Core Ideas	
PS2.A Forces and Motion	
<p>Pushes and pulls can have different strengths and directions. Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.</p>	<p>SE/TE: Quest Kickoff: Wind Makes It Go, 2-3 uConnect Lab: How do things move?, 4 Literacy Connection: Cause and Effect, 5 ulnvestigate Lab: How can we make objects move?, 7 Ways Objects Move, 10 ulnvestigate Lab: How do objects move?, 13 Different Ways to Move, 14 Different Speeds, 15 STEM Quest Check-In Lab: How can you build your sail car?, 16-17 ulnvestigate Lab: How do you roll?, 21 Objects Change Motion, 22 Quest Connection, 23 Direction and Motion, 24-25 STEM Quest Check-In Lab: How does wind move my sail car?, 26 Quest Findings: Wind Makes It Go, 28 Topic Assessment, 30-31 Continued: Evidence-Based Assessment, 32-33 uDemonstrate Lab: How do objects change their motion?, 34-35</p> <p>Realize™ Digital Resources: Pushes and Pulls >Topic Launch>Quest Kickoff>Video: Wind Make It Go >Lesson 1, Pushes and Pulls>Interactivity: Push and Pull >Lesson 2, Change in Movement>Interactivity: How Objects Move >Lesson 3, Change Movements with Pushes and Pulls>Interactivity: Motion and Direction >Topic Close>Quest Findings>Interactivity>Wind Makes It Go</p>

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PS2.B Types of Interactions	
<p>When objects touch or collide, they push on one another and can change motion.</p>	<p>SE/TE: ulnvestigate Lab: How do objects move?, 13 Different Ways to Move, 14 Different Speeds, 15 STEM Quest Check-In Lab: How can you build your sail car?, 16-17 uEngineer It!: Maze Craze!, 18-19 ulnvestigate Lab: How do you roll?, 21 Objects Change Motion, 22 Quest Connection, 23 Direction and Motion, 24-25 STEM Quest Check-In Lab: How does wind move my sail car?, 26 Quest Findings: Wind Makes It Go, 28 Topic Assessment, 30-31 Evidence-Based Assessment, 32-33</p> <p>Realize™ Digital Resources: Pushes and Pulls >Lesson 2, Change in Movement>Interactivity: How Objects Move >Lesson 3, Change Movements with Pushes and Pulls>Interactivity: Motion and Direction</p>
PS2.C Relationship Between Energy and Forces	
<p>A bigger push or pull makes things speed up or slow down more quickly.</p>	<p>SE/TE: ulnvestigate Lab: How do you roll?, 21 Objects Change Motion, 22 Quest Connection, 23 Direction and Motion, 24-25 STEM Quest Check-In Lab: How does wind move my sail car?, 26 Quest Findings: Wind Makes It Go, 28 Topic Assessment, 30-31 Evidence-Based Assessment, 32-33</p> <p>Realize™ Digital Resources: Pushes and Pulls >Lesson 2, Change in Movement>Interactivity: How Objects Move >Lesson 3, Change Movements with Pushes and Pulls>Interactivity: Motion and Direction</p>

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Science and Engineering Practices	
<p>Planning and Carrying Out Investigations With guidance, plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.</p>	<p>SE/TE: uConnect Lab: How do things move?, 4 uInvestigate Lab: How can we make objects move?, 7 uInvestigate Lab: How do objects move?, 13 uEngineer It!: Maze Craze!, 14-15</p>
Crosscutting Concepts	
<p>Cause and Effect Simple tests can be designed to gather evidence to support or refute student ideas about causes.</p>	<p>SE/TE: Engineering Toolbox: Conduct an Investigation, 8 Crosscutting Concepts Toolbox: Cause and Effect, 15 uInvestigate Lab: How do you roll?, 21 Cause and Effect, 22</p> <p>TE only: Differentiated Instruction: Support Struggling Students, 25</p>

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Performance Expectation	
K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.	<p>SE/TE: Quest Kickoff: Wind Makes It Go, 2-3 STEM Quest Check-In: How can you build your sail car?, 16-17 uEngineer It!: Maze Craze!, 18-19 ulnvestigate Lab: How do you roll?, 21 Quest Check-In: How does wind move my sail car?, 26 Quest Findings: Wind Makes It Go, 28 uDemonstrate Lab: How do objects change their motion?, 34-35</p> <p>Realize™ Digital Resources: Pushes and Pulls >Topic Launch>Quest Kickoff>Video: Wind Make It Go >Lesson 2, Change in Movement>Interactivity: How Objects Move; Video>Engineering Video >Lesson 3, Change Movements with Pushes and Pulls>Interactivity: Motion and Direction >Topic Close>Quest Findings>Interactivity>Wind Makes It Go</p>
Disciplinary Core Ideas	
PS2.A: Forces and Motion	
Pushes and pulls can have different strengths and directions. Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.	<p>SE/TE: Quest Kickoff: Wind Makes It Go, 2-3 ulnvestigate Lab: How do you roll?, 21 Objects Change Motion, 22 Quest Connection, 23 Direction and Motion, 24-25 STEM Quest Check-In Lab: How does wind move my sail car?, 26 Quest Findings: Wind Makes It Go, 28</p> <p>Realize™ Digital Resources: Pushes and Pulls >Topic Launch>Quest Kickoff>Video: Wind Make It Go >Lesson 2, Change in Movement>Interactivity: How Objects Move; Video>Engineering Video >Lesson 3, Change Movements with Pushes and Pulls>Interactivity: Motion and Direction >Topic Close>Quest Findings>Interactivity>Wind Makes It Go</p>

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ETS1.A: Defining Engineering Problems	
A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions.	SE/TE: uEngineer It!: Maze Craze!, 18-19 STEM Quest Check-In Lab: How does wind move my sail?, 26
ETS2.A: Interdependence of Science, Engineering, and Technology	
There are many types of tools produced by engineering that can be used in science to help answer these questions through observation or measurement. Observations and measurements are also used in engineering to help test and refine design ideas.	SE/TE: uInvestigate Lab: How can we make objects move?, 7 STEM Quest Check-In: How can you build your sail car?, 16-17 uInvestigate Lab: How do you roll?, 21 STEM Quest Check-In Lab: How does wind move my sail car?, 26
Science and Engineering Practices	
Analyzing and Interpreting Data Analyze data from tests of an object or tool to determine if it works as intended.	SE/TE: uInvestigate Lab: How can we make objects move?, 7 STEM Quest Check-In: How can you build your sail car?, 16-17 uInvestigate Lab: How do you roll?, 21 STEM Quest Check-In Lab: How does wind move my sail car?, 26
Crosscutting Concepts	
Cause and Effect Simple tests can be designed to gather evidence to support or refute student ideas about causes.	SE/TE: Engineering Toolbox: Conduct an Investigation, 8 Crosscutting Concepts Toolbox: Cause and Effect, 15 uInvestigate Lab: How do you roll?, 21 Cause and Effect, 22 TE only: Differentiated Instruction: Support Struggling Students, 25

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Energy (PS3)	
Performance Expectation	
K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface.	<p>SE/TE: uConnect Lab: What can you observe about the sun?, 76 ulInvestigate Lab: What can the sun do?, 79 ulInvestigate Lab: Which objects change in the sun?, 87 STEM Quest Check-In Lab: Which material makes the best roof?, 92-93 Quest Findings: Keep It Cool, 94 uDemonstrate Lab: Where is it warmer?, 100-101</p> <p>Realize™ Digital Resources: Sunlight >Topic Launch>Quest Kickoff>Video: Keep It Cool >Topic Close>Quest Findings>Interactivity: Keep It Cool</p>
Disciplinary Core Ideas	
PS3.B: Conservation of Energy and Energy Transfer	
Sunlight warms Earth's surface.	<p>SE/TE: uConnect Lab: What can you observe about the sun?, 76 Jumpstart Discovery!, 78 ulInvestigate Lab: What can the sun do?, 79 The Sun and Earth, 80-81 Jumpstart Discovery!, 86 ulInvestigate Lab: Which objects change in the sun?, 87 The Sun Warms Earth, 88-89 Engineering Practice Toolbox: Plan an Investigation, 89 Sunlight and Earth, 90-91 Quest Connection, 91 STEM Quest Check-In Lab: Which material makes the best roof?, 92-93 Topic Assessment, 96-97 uDemonstrate Lab: Where is it warmer?, 100-101</p> <p>Realize™ Digital Resources: Sunlight >Topic Launch>Quest Kickoff: Keep It Cool >Lesson 2, Sunlight and Earth's Surface>Interactivity: How Can the Sun Make Temperatures Change? >Topic Close>Quest Findings>Interactivity: Keep It Cool</p>

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Science and Engineering Practices	
Planning and Carrying Out Investigations Make observations (firsthand or from media) to collect data that can be used to make comparisons.	SE/TE: uInvestigate Lab: What can the sun do?, 79 uInvestigate Lab: Which objects change in the sun?, 87 STEM Quest Check-In Lab: Which material makes the best roof?, 92-93 uDemonstrate Lab: Where is it warmer?, 100-101
Crosscutting Concepts	
Cause and Effect Events have causes that generate observable patterns.	SE/TE: uInvestigate Lab: What can the sun do?, 79 Assessment, 96-97 uDemonstrate Lab: Where is it warmer?, 100-101
Performance Expectation	
K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.	SE/TE: Quest Kickoff: Keep It Cool, 74-75 Quest Connection, 81 Quest Check-In: Staying Cool, 82 uEngineer It!: Sunny Days, 84-85 STEM Quest Check-In Lab: Which material makes the best roof?, 92-93 Quest Findings: Keep It Cool, 94 Realize™ Digital Resources: Sunlight >Topic Launch>Quest Kickoff: Keep It Cool >Lesson 2, Sunlight and Earth's Surface>Interactivity: How Can the Sun Make Temperatures Change? >Topic Close>Quest Findings>Interactivity: Keep It Cool

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Disciplinary Core Ideas	
PS3.B: Conservation of Energy and Energy Transfer	
Sunlight warms Earth’s surface.	<p>SE/TE: Quest Kickoff: Keep It Cool, 74-75 uConnect Lab: What can you observe about the sun?, 76 Jumpstart Discovery!, 78 ulnvestigate Lab: What can the sun do?, 79 The Sun and Earth, 80-81 Jumpstart Discovery!, 86 ulnvestigate Lab: Which objects change in the sun?, 87 The Sun Warms Earth, 88-89 Engineering Practice Toolbox: Plan an Investigation, 89 Sunlight and Earth, 90-91 Quest Connection, 91 STEM Quest Check-In Lab: Which material makes the best roof?, 92-93 Quest Findings: Keep It Cool, 94 Topic Assessment, 96-97 uDemonstrate Lab: Where is it warmer?, 100-101</p> <p>Realize™ Digital Resources: Sunlight >Topic Launch>Quest Kickoff: Keep It Cool >Lesson 2, Sunlight and Earth's Surface>Interactivity: How Can the Sun Make Temperatures Change? >Topic Close>Quest Findings>Interactivity: Keep It Cool</p>
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.	<p>SE/TE: Quest Kickoff: Keep It Cool, 74-75 Quest Check-In: Staying Cool, 82 uEngineer It!: Sunny Days, 84-85 Quest Findings: Keep It Cool, 94</p> <p>Realize™ Digital Resources: Sunlight >Topic Launch>Quest Kickoff: Keep It Cool >Topic Close>Quest Findings>Interactivity: Keep It Cool</p>

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ETS2.A: Interdependence of Science, Engineering, and Technology	
There are many types of tools produced by engineering that can be used in science to help answer these questions through observation or measurement.	SE/TE: Quest Check-In Lab: Which material makes the best roof?, 92-93
Science and Engineering Practices	
Constructing Explanations and Designing Solutions Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem.	SE/TE: Quest Check-In Lab: Which material makes the best roof?, 92-93 uInvestigate Lab: How can you make something
Crosscutting Concepts	
Cause and Effect Events have causes that generate observable patterns.	SE/TE: The Sun Warms the Earth, 88-89 Sunlight on Earth, 90-91 uInvestigate Lab: What can the sun do?, 79 Assessment, 96-97 uDemonstrate Lab: Where is it warmer?, 100-101

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Molecules to Organisms: Structures and Processes (LS1)	
Performance Expectation	
<p>K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.</p>	<p>SE/TE: Quest Kickoff: Let's Build a Park, 146-147 uConnect Lab: What if plants do not get what they need?, 148 ulnvestigate Lab: How do plants get water?, 151 Crosscutting Concepts Toolbox: Patterns, 152 Plants Need Air, 153 Quest Check-In: Caring for Plants at the Park, 155 ulnvestigate Lab: Which feet do the best job?, 157 Animals Need Food, 158 Animals Need Water, 159 Animals Need Air, 160 Quest Check-In: Fish in the Park, 161 uEngineer It!: It Is Cold Out There!, 162-163 ulnvestigate Lab: What should you wear?, 165 Crosscutting Concepts Toolbox: Patterns 166 Quest Connection, 167 ulnvestigate Lab: How does a plant grow and change?, 171 Quest Connection, 175 Quest Check-In Lab: How do caterpillars change?, 176-177 Quest Findings: Let's Build a Park, 178 uDemonstrate Lab: What needs do pets have?, 184-185</p> <p>Realize™ Digital Resources: Needs of Living Things >Topic Launch>Quest Kickoff>Video: Let's Build a Park >Lesson 1, Needs of Plants>Video: Needs of Plants;>Interactivity: Plants Have Needs >Lesson 2, Needs of Animals>Video: Needs of Animals;>Interactivity: Locating an Animal's Needs;>uEngineer It!>Interactivity: Build an Animal Shelter >Lesson 3, Needs of People>Video: Needs of People;>Interactivity: People Have Needs >Topic Close>Quest Findings>Interactivity: Let's Build a Park</p>

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Disciplinary Core Ideas	
LS1.C: Organization for Matter and Energy Flow in Organisms:	
<p>All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.</p>	<p>SE/TE: Quest Kickoff: Let's Build a Park, 146-147 uConnect Lab: What if plants do not get what they need?, 148 ulnvestigate Lab: How do plants get water?, 151 Crosscutting Concepts Toolbox: Patterns, 152 Plants Need Air, 153 Quest Check-In: Caring for Plants at the Park, 155 ulnvestigate Lab: Which feet do the best job?, 157 Animals Need Food, 158 Animals Need Water, 159 Animals Need Air, 160 Quest Check-In: Fish in the Park, 161 uEngineer It!: It Is Cold Out There!, 162-163 ulnvestigate Lab: What should you wear?, 165 Crosscutting Concepts Toolbox: Patterns 166 Quest Connection, 167 ulnvestigate Lab: How does a plant grow and change?, 171 Quest Connection, 175 Quest Check-In Lab: How do caterpillars change?, 176-177 Quest Findings: Let's Build a Park, 178 uDemonstrate Lab: What needs pets have?, 184-185</p> <p>Realize™ Digital Resources: Needs of Living Things >Topic Launch>Quest Kickoff>Video: Let's Build a Park >Lesson 1, Needs of Plants>Video: Needs of Plants;>Interactivity: Plants Have Needs >Lesson 2, Needs of Animals>Video: Needs of Animals;>Interactivity: Locating an Animal's Needs;>uEngineer It!>Interactivity: Build an Animal Shelter >Lesson 3, Needs of People>Video: Needs of People;>Interactivity: People Have Needs >Topic Close>Quest Findings>Interactivity: Let's Build a Park</p>

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Science and Engineering Practices	
Analyzing and Interpreting Data Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.	SE/TE: ulInvestigate Lab: How do plants get water?, 151 ulInvestigate Lab: What should you wear?, 165 ulInvestigate Lab: How does a plant grow and change?, 171
Crosscutting Concepts	
Patterns Patterns in the natural and human designed world can be observed and used as evidence.	SE/TE: Crosscutting Concepts Toolbox: Patterns, 166
Earth's Systems (ESS2)	
Performance Expectation	
K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.	SE/TE: Quest Kickoff: Chasing Storms, 104-105 uConnect Lab: How does the weather change during the day?, 106 Jumpstart Discovery!, 108 ulInvestigate Lab: How can you make it rain?, 109 Connecting Concepts Toolbox: Patterns, 118 Weather in Different Places, 120 Quest Check-In: Predict the Weather, 121 ulInvestigate Lab: What is the weather like in different seasons?, 123 Quest Connection, 125 Quest Check-In: Seasonal Changes, 126 Quest Check-In Lab: How does the wind move?, 134-135 Quest Findings: Chasing Storms, 136 uDemonstrate Lab: What is the weather like?, 142-143 TE only: Focus on Mastery!: Making Observations, 111 Realize™ Digital Resources: Earth's Weather >Topic Launch>Quest Kickoff>Video: Chasing Storms >Lesson 1, Different Kinds of Weather>Video: Different Kinds of Weather;>Interactivity: Weather >Lesson 2, Weather Patterns>Video: Weather Patterns;>Interactivity: Record the Weather >Lesson 3, Seasons>Video: Seasons;>Interactivity: Seasons of the Year >Lesson 4, Severe Weather>Video: Severe Weather;>Interactivity: Report Severe Weather >Topic Close>Quest Findings>Interactivity: Chasing Storms

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Disciplinary Core Ideas	
ESS2.D: Weather and Climate	
<p>Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.</p>	<p>SE/TE: Quest Kickoff: Chasing Storms, 104-105 uConnect Lab: How does the weather change during the day?, 106 Jumpstart Discovery!, 108 ulnvestigate Lab: How can you make it rain?, 109 Connecting Concepts Toolbox: Patterns, 118 Weather in Different Places, 120 Quest Check-In: Predict the Weather, 121 ulnvestigate Lab: What is the weather like in different seasons?, 123 Quest Connection, 125 Quest Check-In: Seasonal Changes, 126 Quest Check-In Lab: How does the wind move?, 134-135 Quest Findings: Chasing Storms, 136 uDemonstrate Lab: What is the weather like?, 142-143</p> <p>TE only: Focus on Mastery!: Making Observations, 111</p> <p>Realize™ Digital Resources: Earth's Weather >Topic Launch>Quest Kickoff>Video: Chasing Storms >Lesson 1, Different Kinds of Weather>Video: Different Kinds of Weather;>Interactivity: Weather >Lesson 2, Weather Patterns>Video: Weather Patterns;>Interactivity: Record the Weather >Lesson 3, Seasons>Video: Seasons;>Interactivity: Seasons of the Year >Lesson 4, Severe Weather>Video: Severe Weather;>Interactivity: Report Severe Weather >Topic Close>Quest Findings>Interactivity: Chasing Storms</p>

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Science and Engineering Practices	
<p>Analyzing and Interpreting Data Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.</p>	<p>SE/TE: ulnvestigate Lab: How can you make it rain?, 109 ulnvestigate Lab: How can you collect rain?, 117 Crosscutting Concepts Toolbox: Patterns, 118 Visual Literacy, 120 Quest Check-In: Predict the Weather, 121 ulnvestigate Lab: What is the weather like in different seasons?, 123 ulnvestigate Lab: What does a storm look like?, 129 uDemonstrate Lab: What is the weather like?, 142-143</p> <p>Realize™ Digital Resources: Earth's Weather >Lesson 1, Different Kinds of Weather>Video: Different Kinds of Weather;>Interactivity: Weather >Lesson 2, Weather Patterns>Video: Weather Patterns;>Interactivity: Record the Weather >Lesson 3, Seasons>Video: Seasons;>Interactivity: Seasons of the Year >Lesson 4, Severe Weather>Video: Severe Weather;>Interactivity: Report Severe Weather</p>
Crosscutting Concepts	
<p>Patterns Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.</p>	<p>SE/TE: ulnvestigate Lab: How can you make it rain?, 109 ulnvestigate Lab: How can you collect rain?, 117 Crosscutting Concepts Toolbox: Patterns, 118 Visual Literacy, 120 Quest Check-In: Predict the Weather, 121 ulnvestigate Lab: What is the weather like in different seasons?, 123 ulnvestigate Lab: What does a storm look like?, 129 uDemonstrate Lab: What is the weather like?, 142-143</p>

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Performance Expectation	
<p>K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</p>	<p>SE/TE: Quest Kickoff: Trails for All, 188-189 uConnect Lab: How does a plant make a change to the place where it lives?, 190 Jumpstart Discovery!, 198 ulnvestigate Lab: How do squirrels change the land?, 199 Where Plants Live, 200 Animals in Their Environment, 201 Plants and Animals Together, 202 Quest Check-In: Changes in Nature, 203 ulnvestigate Lab: How can you model changing the environment?, 205 Getting What We Need, 207 Quest Connection, 207 Quest Check-In Lab: How can people change the land?, 208 What You Can Do, 214-215 Quest Findings: Trails for All, 220 Topic Assessment, 222-223 Evidence-Based Assessment, 224-225 uDemonstrate Lab: How can an animal change where it lives?, 226-227</p> <p>Realize™ Digital Resources: Environments >Topic Launch>Quest Kickoff>Video: Trails for All >Lesson 2, Plants and Animals Change the Environment>Video: Plants and Animals Change the Environment;>Interactivity: Living Things Affect the Environment >Lesson 3, People Change the Environment>Video: People Change the Environment;>Interactivity: People Affect the Environment >Topic Close>Quest Findings>Interactivity: Trails for All</p>

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Disciplinary Core Ideas	
ESS2.E: Biogeology	
Plants and animals depend on and can change their environment.	<p>SE/TE:</p> <p>Quest Kickoff: Trails for All, 188-189 uConnect Lab: How does a plant make a change to the place where it lives?, 190 Jumpstart Discovery!, 198 uInvestigate Lab: How do squirrels change the land?, 199 Where Plants Live, 200 Animals in Their Environment, 201 Plants and Animals Together, 202 Quest Check-In: Changes in Nature, 203 uInvestigate Lab: How can you model changing the environment?, 205 Getting What We Need, 207 Quest Connection, 207 Quest Check-In Lab: How can people change the land?, 208 What You Can Do, 214-215 Quest Findings: Trails for All, 220 Topic Assessment, 222-223 Evidence-Based Assessment, 224-225 uDemonstrate Lab: How can an animal change where it lives?, 226-227</p> <p>Realize™ Digital Resources: Environments >Topic Launch>Quest Kickoff>Video: Trails for All >Lesson 2, Plants and Animals Change the Environment>Video: Plants and Animals Change the Environment;>Interactivity: Living Things Affect the Environment >Lesson 3, People Change the Environment>Video: People Change the Environment;>Interactivity: People Affect the Environment >Topic Close>Quest Findings>Interactivity: Trails for All</p>

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ESS3.C: Human Impacts on Earth Systems	
<p>Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (secondary)</p>	<p>SE/TE: Quest Kickoff: Trails for All, 188-189 Getting What We Need, 207 Jumpstart Discovery!, 210 ulnvestigate Lab: How can you make something useful?, 211 New Uses for Old Things, 212 Helping Earth, 213 What You Can Do, 214-215 Crosscutting Concepts Toolbox: Systems in Our World, 215 Quest Check-In Lab: How can we save our trails?, 216-217 Quest Findings: Trails for All, 220</p> <p>Realize™ Digital Resources: Environments >Topic Launch>Quest Kickoff>Video: Trails for All >Lesson 4, People Can Protect the Environment>Video: People Can Protect the Environment;>Interactivity: Who Is Helping Care for Earth? >Topic Close>Quest Findings>Interactivity: Trails for All</p>
Science and Engineering Practices	
<p>Engaging in Argument from Evidence Construct an argument with evidence to support a claim.</p>	<p>SE/TE: ulnvestigate Lab: How do squirrels change the land?, 199 uDemonstrate Lab: How can an animal change where it lives?, 226-227</p>
Crosscutting Concepts	
<p>Systems and System Models Systems in the natural and designed world have parts that work together.</p>	<p>SE/TE: Crosscutting Concepts Toolbox: Systems in Nature, 202 Crosscutting Concepts Toolbox: Systems in Our World, 215</p>

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Earth and Human Activity (ESS3)	
Performance Expectation	
K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	SE/TE: uInvestigate Lab: Who lives here?, 193 uInvestigate Lab: How can you model changing the environment?, 205 STEM Quest Check-In Lab: How can we save our trails?, 216-217
Disciplinary Core Ideas	
ESS3.A: Natural Resources	
Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.	SE/TE: Quest Kickoff: Let's Build a Park, 146-147 uConnect Lab: What if plants do not get what they need?, 148 uInvestigate Lab: How do plants get water?, 151 Crosscutting Concepts Toolbox: Patterns, 152 Plants Need Air, 153 Quest Check-In: Caring for Plants at the Park, 155 uInvestigate Lab: Which feet do the best job?, 157 Animals Need Food, 158 Animals Need Water, 159 Animals Need Air, 160 Quest Check-In: Fish in the Park, 161 uEngineer It!: It Is Cold Out There!, 162-163 uInvestigate Lab: What should you wear?, 165 Crosscutting Concepts Toolbox: Patterns 166 Quest Connection, 167 uInvestigate Lab: How does a plant grow and change?, 171 Quest Connection, 175 Quest Check-In Lab: How do caterpillars change?, 176-177 Quest Findings: Let's Build a Park, 178 uDemonstrate Lab: What needs do pets have?, 184 Realize™ Digital Resources: Needs of Living Things >Topic Launch>Quest Kickoff>Video: Let's Build a Park >Lesson 1, Needs of Plants>Video: Needs of Plants;>Interactivity: Plants Have Needs >Lesson 2, Needs of Animals>Video: Needs of Animals;>Interactivity: Locating an Animal's Needs;>uEngineer It!>Interactivity: Build an Animal Shelter >Lesson 3, Needs of People>Video: Needs of People;>Interactivity: People Have Needs

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Science and Engineering Practices	
Developing and Using Models Use a model to represent relationships in the natural world	SE/TE: ulInvestigate Lab: Which feet do the best job?, 157 ulInvestigate Lab: Who lives here?, 193 ulInvestigate Lab: How do squirrels change the land?, 199 ulInvestigate Lab: How can you model changing the environment?, 205 Quest Check-In Lab: How can people change the land?, 208
Crosscutting Concepts	
Systems and System Models Systems in the natural and designed world have parts that work together.	SE/TE: Crosscutting Concepts Toolbox: Systems in Nature, 202 Crosscutting Concepts Toolbox: Systems in Our World, 215
Performance Expectation	
K-ESS3-2. Ask questions to understand the purpose of weather forecasting to prepare for and respond to severe weather.	SE/TE: Quest Kickoff: Chasing Storms, 104-105 Quest Check-In: Predict the Weather, 121 ulInvestigate Lab: What does a storm look like?, 129 Reading Check, 132 Quest Findings: Chasing Storms, 136 Realize™ Digital Resources: Earth's Weather >Topic Launch>Quest Kickoff>Video: Chasing Storms >Topic Close>Quest Findings>Interactivity: Chasing Storms

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Disciplinary Core Ideas	
ESS3.B: Natural Hazards	
Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events.	<p>SE/TE: Quest Kickoff: Chasing Storms, 104-105 Jumpstart Discovery!, 128 Thunderstorms and Tornadoes, 130 Hurricanes, 131 Quest Connection, 131 Be Prepared, 132 Weather Watching, 133 Quest Findings: Chasing Storms, 136 Career Connection: Storm Chaser, 137</p> <p>Realize™ Digital Resources: Earth's Weather >Topic Launch>Quest Kickoff>Video: Chasing Storms >Lesson 4, Severe Weather>Video: Severe Weather;>Interactivity: Report Severe Weather >Topic Close>Quest Findings>Interactivity: Chasing Storms</p>
ETS1.A: Defining and Delimiting an Engineering Problem	
Asking questions, making observations, and gathering information are helpful in thinking about problems.	<p>SE/TE: uEngineer It!: Don't Blow Away!, 114-115</p> <p>Realize™ Digital Resources: Earth's Weather uEngineer It!>Interactivity: Stop the Rain and Wind</p>
ETS2.A: Interdependence of Science, Engineering, and Technology	
People encounter questions about the natural world every day.	<p>SE/TE: uEngineer It!: Don't Blow Away!, 114-115 Jumpstart Discovery!, 128</p> <p>Realize™ Digital Resources: Earth's Weather uEngineer It!>Interactivity: Stop the Rain and Wind</p>
Science and Engineering Practices	
Asking Questions and Defining Problems Ask questions based on observations to find more information about the designed world.	<p>SE/TE: Jumpstart Discovery!, 128 Quest Check-In Lab: How does the wind move?, 134-135</p>

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Crosscutting Concepts	
Cause and Effect Events have causes that generate observable patterns.	SE/TE: Crosscutting Concepts Toolbox: Cause and Effect, 133
Performance Expectation	
K-ESS3-3. Obtain and communicate information to define problems related to human impact on the local environment.	SE/TE: Quest Kickoff: Trails for All, 188-189 Quest Check-In Lab: How can people change the land?, 208 STEM Quest Check-In Lab: How can we save our trails?, 216-217 Quest Findings: Trails for All, 220 Realize™ Digital Resources: Environments >Topic Launch>Quest Kickoff>Video: Trails for All >Lesson 4, People Can Protect the Environment>Video: People Can Protect the Environment;>Interactivity: Who Is Helping Care for Earth? >Topic Close>Quest Findings>Interactivity: Trails for All
Disciplinary Core Ideas	
ESS3.C: Human Impacts on Earth Systems	
Things that people do to live comfortably can affect the world around them, but they can make choices that reduce their impacts on the land, water, air, and other living things.	SE/TE: Quest Kickoff: Trails for All, 188-189 Jumpstart Discovery!, 210 Investigate Lab: How can you make something useful?, 211 New Uses for Old Things, 213 What You Can Do, 214-215 Crosscutting Concepts Toolbox: Systems in Our World, 215 STEM Quest Check-In Lab: How can we save our trails?, 216-217 Quest Findings: Trails for All, 220 Realize™ Digital Resources: Environments >Topic Launch>Quest Kickoff>Video: Trails for All >Lesson 4, People Can Protect the Environment>Video: People Can Protect the Environment;>Interactivity: Who Is Helping Care for Earth? >Topic Close>Quest Findings>Interactivity: Trails for All

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ETS1.A: Defining and Delimiting an Engineering Problem	
Asking questions, making observations, and gathering information are helpful in thinking about problems.	SE/TE: Quest Findings: Let’s Build a Park!, 178 STEM ulnvestigate Lab: How can you make something useful?, 211 STEM Quest Check-In Lab: How can we save our trails?, 216-217
Science and Engineering Practices	
Obtaining, Evaluating, and Communicating Information Communicate information with others in oral and/or written forms using models, drawings, writing, or numbers that provide detail about scientific ideas.	SE/TE: Quest Kickoff: Trails for All, 188-189 ulnvestigate Lab: How can you make something useful?, 211 Quest Check-In Lab: How can we save our trails?, 216-217 Quest Findings: Trails for All, 220 Realize™ Digital Resources: Environments >Topic Launch>Quest Kickoff>Video: Trails for All >Topic Close>Quest Findings>Interactivity: Trails for All
Crosscutting Concepts	
Cause and Effect Events have causes that generate observable patterns.	SE/TE: Crosscutting Concepts Toolbox: Cause and Effect, 213

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