

A Correlation of  
**Elevate Science**  
Kindergarten, ©2019



To the  
**Colorado 2020 Academic Standards**  
**for Science**  
**Kindergarten**

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**Introduction**

The following document demonstrates how the ***Elevate Science* ©2019** program supports the Colorado 2020 Academic Standards for Science, Kindergarten. For each standard, correlation references are to the Student Edition and Teacher Edition where applicable.

***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), ***Elevate Science*** integrates three dimensional learning of the Scientific and Engineering Practices, Crosscutting Concepts (CCC), and Disciplinary Core Ideas (DCIs).

The ***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 21<sup>st</sup> century skills

The Teacher's Edition of ***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.

***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. ***Elevate Science*** promises to:

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

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<b>Prepared Graduates:</b>	
2. Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding interactions between objects and within systems of objects.	
<b>Grade Level Expectation:</b>	
1. Pushes and pulls can have different strengths and directions, and can change the speed or direction of an object's motion or start or stop it.	
<b>Evidence Outcomes:</b>	
<b>Students Can:</b>	
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. (K-PS2-1) (Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball and two objects colliding and pushing on each other.) (Boundary: Limited to different relative strengths or different directions, but not both at the same time. Does not include non-contact pushes or pulls such as those produced by magnets.)	<b>SE/TE:</b> uConnect Lab: How do things move?, 4 Literacy Connection: Cause and Effect, 5 uInvestigate Lab: How can we make objects move?, 7 Pushes and Pulls, 8-9 Engineering Toolbox: Conduct an Investigation, 9 Ways Objects Move, 10 Interactivity: Push and Pull, 10 uInvestigate Lab: How do objects move?, 13 Different Ways to Move, 14 Interactivity: How Objects Move, 14 Different Speeds, 15 Crosscutting Concepts Toolbox: Cause and Effect, 15 uEngineer It! Design STEM: Maze Craze, 18-19 uInvestigate Lab: How do you roll?, 21 Objects Change Motion, 22 Interactivity: Motion and Direction, 22 Direction and Motion, 24-25 Evidence Based Assessment, 32-33 uDemonstrate Lab: How do objects change their motion?, 34-35
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Analyze data from tests of an object or tool to determine if it works as intended (Analyzing and Interpreting data) (Entrepreneurial: Critical Thinking/Problem solving).	<b>SE/TE:</b> Quest Check-In: Shapes of Sails, 11 uInvestigate Lab: How do objects move?, 13 STEM Quest Check-In Lab: How can you build your sail car?, 16-17 uEngineer It! Design STEM: Maze Craze!, 18-19 STEM Quest Check-In Lab: 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

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PS2:B Types of Interactions: When objects touch or collide, they push on one another and can change motion.	<b>SE/TE:</b> uEngineer It! Design STEM: Maze Craze!, 18-19 uInvestigate Lab: How do you roll?, 21 Objects Change Motion, 22 Direction and Motion, 24-25
PS3:C Relationship Between Energy and Forces: A bigger push or pull makes things speed up or slow down more quickly.	<b>SE/TE:</b> Literacy Connection: Cause and Effect, 5 uInvestigate Lab: How do objects move?, 13 Different Speeds, 15 uInvestigate Lab: How do you roll?, 21 Evidence-Based Assessment, 32-33
<b>Cross Cutting Concepts:</b>	
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<b>Prepared Graduates:</b>	
3. Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how energy is transferred and conserved.	
<b>Grade Level Expectation</b>	
2. Sunlight affects the Earth's surface.	
<b>Evidence Outcomes:</b>	
<b>Students Can:</b>	
Make observations to determine the effect of sunlight on Earth's surface. (K-PS3-1) (Clarification Statement: Examples of Earth's surface could include sand, soil, rocks and water) (Boundary: Temperature is limited to relative measures such as warmer/cooler.)	<b>SE/TE:</b> uConnect Lab: What can you observe about the sun?, 76 uInvestigate Lab: What can the sun do?, 79 uInvestigate Lab: Which objects change in the sun?, 87 The Sun Warms Earth, 88-89 Sunlight and Earth, 90-91 Assessment, 96-97 uDemonstrate Lab: Where is it warmer?, 100-101

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Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. (K-PS3- 2) (Clarification Statement: Examples of structures could include umbrellas, canopies and tents that minimize the warming effect of the sun.)	<b>SE/TE:</b> Quest Kickoff: 74-75 Quest Check-In: Staying Cool, 82 uEngineer It! Model STEM: Sunny Days, 84-85 STEM Quest Check-In Lab: Which material makes the best roof?, 92-93 Quest Findings: Keep It Cool, 94 Evidence-Based Assessment, 98-99
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<b><i>Colorado Essential Skills and Science and Engineering Practices:</i></b>	
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Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem. (Constructing Explanations and Designing Solutions) (Civic Engagement/Interpersonal: Civic engagement) .	<b>SE/TE:</b> Quest Check-In: Staying Cool, 82 uEngineer It! Model STEM: Sunny Days, 84-85 STEM Quest Check-In Lab: Which material makes the best roof?, 92-93 Quest Findings: Keep It Cool, 94 Interactivity, 94 Evidence-Based Assessment, 98-99
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<b><i>Elaboration on the GLE:</i></b>	
Students can answer the question: What is meant by conservation of energy? How is energy transferred between objects or systems?	<b>SE/TE:</b> <ul style="list-style-type: none"> <li>uInvestigate Lab: Which objects change in the sun?, 87</li> <li>Engineering Practice Toolbox: Plan an Investigation, 89</li> <li>STEM Quest Check-In Lab: Which material makes the best roof?, 92-93</li> <li>Quest Findings: Keep It Cool, 94</li> <li>Interactivity: Quest Findings: Keep It Cool, 94</li> <li>uDemonstrate Lab: Where is it warmer?, 100-101</li> </ul>
PS3:B Conservation of Energy and Energy Transfer: Sunlight warms Earth's surface.	<b>SE/TE:</b> <ul style="list-style-type: none"> <li>The Sun and Earth, 80</li> <li>The Sun Warms Earth, 88-89</li> <li>Sunlight and Earth, 90-91</li> <li>Interactivity, 90</li> <li>Assessment. 96-97</li> </ul>
<b><i>Cross Cutting Concepts:</i></b>	
Cause and Effect: Events have causes that generate observable patterns.	<b>SE/TE:</b> <ul style="list-style-type: none"> <li>uConnect Lab What can you observe about the sun?, 76</li> <li>uInvestigate Lab: What can the sun do?, 79</li> <li>uInvestigate Lab: Which objects change in the sun?, 87</li> <li>The Sun Warms Earth, 88-89</li> <li>Sunlight and Earth, 90-91</li> <li>STEM Quest Check-In Lab: Which material makes the best roof?, 92-93</li> <li>uDemonstrate Lab: Where is it warmer?, 100-101</li> </ul>
<b>Prepared Graduates</b>	
2. Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior and reproduction.	

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<b>Grade Level Expectation</b>	
1. To live and grow, animals obtain food they need from plants or other animals, and plants need water and light.	
<b>Evidence Outcomes:</b>	
<b>Students Can:</b>	
Use observations to describe patterns of what plants and animals (including humans) need to survive. (K-LS1-1) (Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and that all living things need water.)	<p><b>SE/TE:</b></p> <ul style="list-style-type: none"> <li>uConnect Lab: What if plants do not get what they need?, 148</li> <li>uInvestigate Lab: How do plants get water?, 151</li> <li>Plants Need Sunlight, 152</li> <li>Crosscutting Concepts Toolbox: Patterns, 152</li> <li>Plants Need Air, 153</li> <li>Interactivity Plants Have Needs, 153</li> <li>Plants Need Water, 154</li> <li>Quest Check-In: Caring for Plants at the Park, 155</li> <li>Animals Need Food, 158</li> <li>Math Toolbox Count, 158</li> <li>Animals Need Water, 159</li> <li>Interactivity: Animals Have Needs, 159</li> <li>Quest Check-In: Fish in the Park, 161</li> <li>Focus on Mastery, Identifying Patterns, 161</li> <li>People are Animals, 166</li> <li>Crosscutting Concepts Toolbox: Patterns, 166</li> <li>People Needs Clothes and Shelter, 167</li> <li>Interactivity: People Have Needs, 167</li> <li>Assessment, 180-181</li> <li>Evidence-Based Assessment, 182-183</li> <li>uDemonstrate Lab: What needs do pets have?, 184-185</li> </ul> <p><b>TE Only:</b></p> <ul style="list-style-type: none"> <li>Focus on Mastery, Identifying Patterns, 161</li> </ul>

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<b>Academic Context and Connections</b>	
<b><i>Colorado Essential Skills and Science and Engineering Practices:</i></b>	
Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (Analyzing and Interpreting data) (Entrepreneurial: Critical thinking/Problem solving)	<p><b>SE/TE:</b>  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  Crosscutting Concepts Toolbox: Patterns, 166  uInvestigate Lab: How does a plant grow and change?, 171  Quest Check-In Lab: How do caterpillars change?, 176-177  uDemonstrate Lab: What needs do pets have?, 184-185</p> <p><b>TE Only:</b>  Focus on Mastery, Identifying Patterns, 161</p>
Connections to Nature of Science: Scientists look for patterns and order when making observations about the world	<p><b>SE/TE:</b>  uInvestigate Lab: How do plants get water?, 151  Crosscutting Concepts Toolbox: Patterns, 152  Crosscutting Concepts Toolbox: Patterns, 166  uInvestigate Lab: How does a plant grow and change?, 171  Quest Check-In Lab: How do caterpillars change?, 176-177  uDemonstrate Lab: What needs do pets have?, 184-185</p>
<b><i>Elaboration on the GLE:</i></b>	
Students can answer the question: How do the structures of organisms enable life's functions?	<p><b>SE/TE:</b>  uInvestigate Lab: How do plants get water?, 151  uInvestigate Lab: Which feet do the best job?, 157  Animals Need Air, 160</p>

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<p>LS1:C Organization for Matter and Energy Flow in Organisms: 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><b>SE/TE:</b>  Plants Need Sunlight, 152  Plants Need Water, 154  Animals Need Food, 158  Math Toolbox: Count, 158  Quest Check-In: Fish in the Park, 161  People are Animals, 166  Assessment, 180-181  Evidence-Based Assessment, 182-183  uDemonstrate Lab: What needs do pets have?, 184-185  Needs, 194  Plants and Animals Together, 202</p>
<p><b><i>Cross Cutting Concepts:</i></b></p>	
<p>Patterns: Patterns in the natural and human designed world can be observed and used as evidence.</p>	<p><b>SE/TE:</b>  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  Crosscutting Concepts Toolbox: Patterns, 166  uInvestigate Lab: How does a plant grow and change?, 171  Quest Check-In Lab: How do caterpillars change?, 176-177  uDemonstrate Lab: What needs do pets have?, 184-185</p> <p><b>TE Only:</b>  Focus on Mastery, Identifying Patterns, 161</p>

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<b>Prepared Graduates:</b>	
3. Earth and Space Science Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how and why Earth is constantly changing.	
<b>Grade Level Expectation:</b>	
1. Patterns are observed when measuring the local weather, including how humans and other organisms impact their environment.	
<b>Evidence Outcomes:</b>	
<b>Students Can:</b>	
Use and share observations of local weather conditions to describe patterns over time. (K-ESS2-1) (Clarification Statement: Examples of qualitative observations could include descriptions of the weather [such as sunny, cloudy, rainy, and warm]; examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.) (Boundary: Quantitative observations limited to whole numbers and relative measures such as warmer/cooler.)	<b>SE/TE:</b> uConnect Lab: How does the weather change during the day? 106 Temperature, 110 Sunny and Not Sunny, 111 Wind, 112 Quest Check-In Weather Words, 113 uInvestigate Lab: How can you collect rain?, 117 Sun or Rain, 118 Crosscutting Concepts Toolbox: Patterns, 118 Hot or Cold Weather, 119 Quest Connection, 119 Weather in Different Places, 120 Quest Check-In: Predict the Weather, 121 uInvestigate Lab: What is the weather like in different seasons?, 123 Different Seasons, 124-125 Assessment, 138-139 Evidence-Based Assessment, 140-141 uDemonstrate Lab: What is the weather like?, 142-143
Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. (K-ESS2-2) (Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.)	<b>SE/TE:</b> uConnect Lab How does a plant make a change to the place where it lives?, 190 uInvestigate Lab How do squirrels change the land?, 199 Where Plants Live, 200 Quest Connection, 200 Animals in Their Environment, 201 Quest Check-In Changes in Nature, 203 uDemonstrate Lab How can an animal change where it lives?, 226-227

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<b>Academic Context and Connections</b>	
<b><i>Colorado Essential Skills and Science and Engineering Practices:</i></b>	
Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (Analyzing and Interpreting data) (Entrepreneurial: Critical thinking/Problem solving).	<b>SE/TE:</b> uConnect Lab: How does the weather change during the day?, 106 Sun or Rain, 118 Crosscutting Concepts Toolbox: Patterns, 118 Hot or Cold Weather, 119 Quest Connection, 119 Interactivity: Record the Weather, 119 uInvestigate Lab: What is the weather like in different seasons?, 123 Evidence-Based Assessment, 140-141 uDemonstrate Lab: What is the weather like?, 142-143
Construct an argument with evidence to support a claim. (Engaging in Argument from Evidence) (Personal: Personal responsibility).	<b>SE/TE:</b> uInvestigate Lab: How do squirrels change the land?, 199 Quest Connection, 200 Quest Check-In Changes in Nature, 203 uDemonstrate Lab: How can an animal change where it lives?, 226-227
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<b><i>Elaboration on the GLE:</i></b>	
Students can answer the question: What regulates weather and climate?	<b>SE/TE:</b> uInvestigate Lab: How can you make it rain?, 109 Sunny and Not Sunny, 111 Weather in Different Places, 120 Quest Check-In: Predict the Weather, 121 uInvestigate Lab: What does a storm look like?, 129
ESS2:D Weather and Climate: 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.	<b>SE/TE:</b> uInvestigate Lab: How can; you make it rain?, 109 Temperature, 110 Sunny and Not Sunny, 111 Wind, 112 Quest Check-In: Weather Words, 113 uInvestigate Lab: How can you collect rain?, 117 Sun or Rain, 118 Crosscutting Concepts Toolbox: Patterns, 118 Hot or Cold Weather, 119 Quest Connection, 119 Weather in Different Places, 120 Quest Check-In Lab: How does the wind move?, 134-135 Assessment, 138-139 uDemonstrate Lab: What is the weather like?, 142-143
ESS2:E Biogeology: Plants and animals can change their environment.	<b>SE/TE:</b> uConnect Lab: How does a plant make a change to the place where it lives, 190 uInvestigate Lab: How do squirrels change the land?, 199 Where Plants Live, 200 Quest Connection, 200 Animals in Their Environment, 201 Quest Check-In: Changes in Nature, 203 uDemonstrate Lab: How can an animal change where it lives?, 226-227

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<p>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</p>	<p><b>SE/TE:</b>            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            STEM Math Connection Subtracting Numbers, 209            New Uses for Old Things, 212            Interactivity: Who Is Helping Care for Earth?, 212            Helping Earth, 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            Evidence-Based Assessment, 224-225</p>
<b>Cross Cutting Concepts:</b>	
<p>Pattern: Patterns in the natural world can be observed, used to describe phenomena and used as evidence.</p>	<p><b>SE/TE:</b>            uConnect Lab: How does the weather change during the day?, 106            Sun or Rain, 118            Crosscutting Concepts Toolbox: Patterns, 118            Hot or Cold Weather, 119            Quest Connection, 119            uInvestigate Lab: What is the weather like in different seasons?, 123            Evidence-Based Assessment, 140-141            uDemonstrate Lab: What is the weather like?, 142-143</p>
<p>Systems and System Models: Systems in the natural and designed world have parts that work together.</p>	<p><b>SE/TE:</b>            Plants and Animals Together, 202            Crosscutting Concepts Toolbox: Systems in Our World, 215</p>
<b>Prepared Graduates:</b>	
<p>11. Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how human activities and the Earth's surface processes interact.</p>	



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<b>Grade Level Expectation:</b>	
2. Plants and animals meet their needs in their habitats and impact one another; people can prepare for severe weather.	
<b>Evidence Outcomes:</b>	
<b>Students Can:</b>	
Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. (K-ESS3-1) (Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas; and grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.)	<b>SE/TE:</b> ulInvestigate Lab: Who Lives Here?, 193 Needs, 194 Forests and Plains, 195 Deserts and Oceans, 196 ulInvestigate Lab: How can you model changing the environment?, 205
Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. (K-ESS3-2) (Clarification Statement: Emphasis is on local forms of severe weather.)	<b>SE/TE:</b> Quest Kickoff: Chasing Storms, 104-105 Interactivity: Weather, 111 Sunny and Not Sunny: Quest Connection, 111 Severe Weather: Jumpstart Activity, 128 ulInvestigate Lab: What does a storm look like?, 129 Thunderstorms and Tornadoes: 130 Interactivity: Report Severe Weather, 132 Weather Watching, 133 Quest Findings: Chasing Storms, 136
Communicate solutions that will reduce the impact of humans on the land, water, air and/or other living things in the local environment. (K-ESS3-3) (Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.)	<b>SE/TE:</b> People and Resources, 206 Getting What We Need, 207 STEM ulInvestigate Lab: How can you make something useful?, 211 New Uses for Old Things, 212 Interactivity: Who Is Helping Care for Earth, 212 Helping Earth, 213 What You Can Do, 214-215 Evidence-Based Assessment, 224-225

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<b>Colorado 2020 Academic Standards for Science, Kindergarten</b>	<b>Elevate Science Kindergarten, ©2019</b>
<b>Academic Context and Connections</b>	
<b><i>Colorado Essential Skills and Science and Engineering Practices:</i></b>	
Ask questions based on observations to find more information about the designed world. (Asking Questions and Defining Problems) (Entrepreneurial: Inquiry/Analysis).	<p><b>SE/TE:</b>            uDemonstrate Lab: How is one object different?, 70-71            uInvestigate Lab: How can you model changing the environment?, 205</p> <p><b>TE Only:</b>            Focus on Mastery, Designing Solutions, 74</p>
Use a model to represent relationships in the natural world. (Developing and Using Models) (Personal: Initiative/Self-direction).	<p><b>SE/TE:</b>            uInvestigate Lab: What does a storm look like?, 129            Quest Check-In Lab: How does the wind move?, 134-135            uInvestigate Lab: How do plants get water? 151            Needs, 194            Forests and Plains, 195            Deserts and Oceans, 196            Plants and Animals Together, 202</p>
Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world. (Obtaining, Evaluating and Communicating Information) (Civic/Interpersonal: Communication).	<p><b>SE/TE:</b>            uConnect Lab: How does the weather change during the day?, 106            Sun or Rain, 118            Crosscutting Concepts Toolbox: Patterns, 118            Hot or Cold Weather, 119            Quest Connection, 119            uInvestigate Lab: What is the weather like in different seasons?, 123            Evidence-Based Assessment, 140-141            uDemonstrate Lab: What is the weather like?, 142-143</p>

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<p>Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. (Obtaining, Evaluating and Communicating Information) (Civic/Interpersonal: Communication).</p>	<p><b>SE/TE:</b> STEM ulnvestigate Lab: How can you make something useful?, 211 New Uses for Old Things, 212 Interactivity: Who Is Helping Care for Earth, 212 Helping Earth, 213 What You Can Do, 214-215 Evidence-Based Assessment, 224-225</p>
<p><b><i>Elaboration on the GLE:</i></b></p>	
<p>Students can answer the question: How do Earth's surface processes and human activities affect each other?</p>	<p><b>SE/TE:</b> ulnvestigate Lab: What is the weather like in different seasons?, 123 Different Seasons, 124-125 Extreme Science: Thundersnow, 127 Thunderstorms and Tornadoes, 130 Hurricanes, 131 Be Prepared, 132 ulnvestigate Lab: What should you wear?, 169 People Need Clothes and Shelter, 167 ulnvestigate Lab: How can you model changing the environment?, 205 Getting What We Need, j207 Quest Connection, 207 Quest Check-In Lab: How can people change the land?, 208 What You Can Do, 214-215 Crosscutting Concepts Toolbox: Systems in Our World</p>
<p>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.</p>	<p><b>SE/TE:</b> Animals Need Water, 159 Animals Need Air, 160 People are Animals, 166 Assessment, 180-181 Needs, 194 People and Resources, 206</p>

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<p>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>	<p><b>SE/TE:</b> Jumpstart Discovery, 128 Investigate Lab: What does a storm look like?, 129 Thunderstorms and Tornadoes, 130 Hurricanes, 131 Quest Connection, 131 Be Prepared, 132 Weather Watching, 133</p>
<p>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.</p>	<p><b>SE/TE:</b> Investigate 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 STEM Math Connection Subtracting Numbers, 209 New Uses for Old Things, 212 Interactivity: Who Is Helping Care for Earth?, 212 Helping Earth, 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 Evidence-Based Assessment, 224-225</p>

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<b><i>Cross Cutting Concepts:</i></b>	
Cause and Effect: Events have causes that generate observable patterns.	<b>SE/TE:</b> uInvestigate Lab: What does a storm look like?, 129 Thunderstorms and Tornadoes, 130 Weather Watching, 133 Crosscutting Concepts Toolbox: Cause and Effect, 133 Quest Check-In Lab: How does the wind move?, 134-135 uDemonstrate Lab: What is the weather like?, 142-143 Crosscutting Concepts Toolbox: Cause and Effect, 195
Systems and System Models: Systems in the natural and designed world have parts that work together.	<b>SE/TE:</b> uInvestigate Lab: Who lives here?, 193 Where Plants Live, 200 Animals in Their Environment, 201 Plants and Animals Together, 202 Crosscutting Concepts Toolbox: Systems in Nature, 202 Crosscutting Concepts Toolbox: Systems in Our World, 215
Connections to Engineering, Technology, and Applications of Science: People encounter questions about the natural world every day. People depend on various technologies in their lives; human life would be very different without technology.	<b>SE/TE:</b> Quest Kickoff: Chasing Storms, 104-105 uConnect Lab: How does the weather change during the day?, 106 Jumpstart Discovery!, 128 Be Prepared, 132 Weather Watching, 133 Quest Findings: Chasing Storms, 136 Career Connection: Storm Chaser, 137