

A Correlation of

Interactive Science

Kindergarten, ©2016



To the

Louisiana Student Standards for Science

A Correlation of Interactive Science, Kindergarten, ©2016, to the Louisiana Student Standards for Science

Introduction

The following document indicates how closely ***Interactive Science***, ©2016, Grades K-5, supports the Louisiana Student Standards for Science, Grades K-5. Correlation references are to the Student Edition and Teacher Edition. Please note that the Kindergarten Student Edition text pages are two-sided; each singular page contains a corresponding Activity Page on the reverse side.

Interactive Science is an elementary science program that makes learning personal, engaging, and relevant for today's student. The program features an innovative Write-in Student Edition that enables students to become active participants in their learning and truly connect the Big Ideas of science to their world.

The 2016 editions of ***Interactive Science*** support the Next Generation Science Standards (NGSS) in several ways. In the Student Edition, lessons provide interactive opportunities for students to acquire the Disciplinary Core Ideas that are the building blocks of the NGSS Performance Expectations at each grade level. STEM Activities, Apply It! activities, Design It! Activities, and Performance-Based Assessments enable students to research, investigate, and apply Science and Engineering Practices to real-world problems in a meaningful way. In the Teacher's Edition, the NGSS Cross-Cutting Concepts that link across grade levels and across disciplines within grade levels are noted at the chapter level, and a detailed and focused Performance Expectation Activity is provided for each NGSS standard.

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K-PS2-1 MOTION AND STABILITY: FORCES AND INTERACTIONS	
Performance Expectation	
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.	TE Only: Chapter 1 Performance Expectation Activity, 33a
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, or two objects colliding and pushing on each other. Content includes contact forces with different relative strengths or different directions, but not both at the same time.	
Science & Engineering Practices	
3. Planning and carrying out investigations: Planning and carrying out investigations to answer questions (science) or test solutions (engineering) to problems in K-2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.	
<ul style="list-style-type: none"> With guidance, plan and conduct an investigation in collaboration with peers. 	SE Only: 2, Try It!; 4, STEM Activity; 18, Investigate It!; 77, Lesson 3; 99, Investigate It! TE Only: 9, SEP: Planning and Carrying Out Investigations; 10, Inquiry; 12-13, STEM Activity; 24, Investigate It!; 28-29, Activity Card Support; 33a, Performance Expectation Activity; 33b, Performance Expectation Activity; 166, Investigate It!
Disciplinary Core Ideas	
FORCES AND MOTION	
Pushes and pulls can have different strengths and directions. (LE.PS2A.a)	SE Only: 3, Let's Read Science!; 10-11, STEM Activity; 15, Lesson 2; 16, Lesson 3; 17, Lesson 4; 18, Investigate It! TE Only: 7A-7B, Leveled Content Reader Support; 11, Let's Read Science!; 18-23; 24, Investigate It!; 33, Write About Pushes and Pulls; 33a, Performance Expectation Activity

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Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (LE.PS2A.b)	SE Only: 2, Try It!; 3, Let's Read Science!; 4, STEM Activity; 15, Lesson 2; 16, Lesson 3; 17, Lesson 4; 18, Investigate It! TE Only: 4, Reading; 5, Writing; 5, Teacher Background; 7A-7B, Leveled Content Reader Support; 12-13, STEM Activity; 18, Envision It!; 18-23; 24, Investigate It!; 28-29, Activity Card Support; 33, Write About Pushes and Pulls; 33b, Performance Expectation Activity
TYPES OF INTERACTIONS	
When objects touch or collide, they push on one another and can change motion. (LE.PS2B.a)	SE Only: 15, Lesson 2; 17, Lesson 4 TE Only: 7A-7B, Leveled Content Reader Support; 31, Chapter 1 Test, Question 6
RELATIONSHIP BETWEEN ENERGY AND FORCES	
A bigger push or pull makes things speed up or slow down more quickly. (LE.PS3C.a)	SE Only: 4, STEM Activity; 16, Lesson 3; 17, Lesson 4; 18, Investigate It! TE Only: 7A-7B, Leveled Content Reader Support; 8-9; 12-13, STEM Activity; 20-23; 24, Investigate It!; 33, Write About Pushes and Pulls
Crosscutting Concepts	
CAUSE AND EFFECT	
Simple tests can be designed to gather evidence to support or refute student ideas about causes.	SE Only: 2, Try It!; Activity 3, Home Activity; 4, STEM Activity; 18, Investigate It! TE Only: 8, CCC: Cause and Effect; 10, Try It!; 12-13, STEM Activity; 22, Differentiated Instruction; 24, Investigate It!; 28-29, Activity Card Support; 33a Performance Expectation Activity

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K-PS2-2 MOTION AND STABILITY: FORCES AND INTERACTIONS	
Performance Expectation	
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.	TE Only: Chapter 1 Performance Expectation Activity, 33b
Clarification Statement	
Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, or knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object, a structure that would cause an object such as a marble or ball to turn or using a rope or string to pull an object. Content does not include friction as a mechanism for change in speed.	
Science & Engineering Practices	
4. Analyzing and interpreting data: Analyzing data in K-2 builds on prior experiences and progresses to collecting, recording, and sharing observations.	
<ul style="list-style-type: none"> Analyze data from tests of an object or tool to determine if it works as intended. 	SE Only: 10-13, STEM Activity; 18, Investigate It!; 99, Investigate It! TE Only: 9, SEP: Planning and Carrying Out Investigations; 10, Inquiry; 12-13, STEM Activity; 24, Investigate It!; 33b, Performance Expectation Activity; 166, Investigate It!
Disciplinary Core Ideas	
FORCES AND MOTION	
Pushes and pulls can have different strengths and directions. (LE.PS2A.a)	SE Only: 3, Let's Read Science!; 10-11, STEM Activity; 15, Lesson 2; 16, Lesson 3; 17, Lesson 4; 18, Investigate It! TE Only: 7A-7B, Leveled Content Reader Support; 11, Let's Read Science!; 24, Investigate It!; 33, Write About Pushes and Pulls; 33a, Performance Expectation Activity
Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (LE.PS2A.b)	SE Only: 2, Try It!; 3, Let's Read Science!; 4, STEM Activity; 15, Lesson 2; 16, Lesson 3; 17, Lesson 4; 18, Investigate It! TE Only: 4, Reading; 5, Writing; 5, Teacher Background; 7A-7B, Leveled Content Reader Support; 12-13, STEM Activity; 18, Envision It!; 24, Investigate It!; 28-29, Activity Card Support; 33, Write About Pushes and Pulls; 33b, Performance Expectation Activity

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ENGINEERING DESIGN	
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. (L.E.ETS1A.a)	SE Only: 4, STEM Activity; 19, Slide Engineer TE Only: 12, STEM Activity; 25, STEM
Crosscutting Concepts	
CAUSE AND EFFECT	
Simple tests can be designed to gather evidence to support or refute student ideas about causes.	SE Only: 2, Try It!; Activity 3, Home Activity; 4-13, STEM Activity; 18, Investigate It! TE Only: 8, CCC: Cause and Effect; 10, Try It!; 12-13, STEM Activity; 22, Differentiated Instruction; 24, Investigate It!; 28-29, Activity Card Support; 33a Performance Expectation Activity
K-PS3-1 ENERGY	
Performance Expectation	
Make observations to determine the effect of sunlight on Earth’s surface.	TE Only: Chapter 3 Performance Expectation Activity, 109c
Clarification Statement	
Sunlight heats Earth’s natural surfaces including sand, soil, rocks, or water and the unnatural surfaces including man-made objects like plastics, asphalt, or concrete. Examples of observations could be relative changes in temperature of surfaces exposed to sunlight.	
Science & Engineering Practices	
3. Planning and carrying out investigations: Planning and carrying out investigations to answer questions or test solutions to problems in K-2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.	
<ul style="list-style-type: none"> Make observations (firsthand or from media) and/ or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. 	SE Only: 44-53, STEM Activity; 60, Investigate It! TE Only: 82-83, STEM Activity; 98, Investigate It!; 109c, Performance Expectation Activity
Disciplinary Core Ideas	
CONSERVATION OF ENERGY AND ENERGY TRANSFER	
Sunlight warms Earth’s surface. (L.E.PS3B.a)	SE Only: 44, STEM Activity; 56, Lesson 3; 60, Investigate It! TE Only: 82, STEM Activity; 90-91; 98, Investigate It!; 102-103, Activity Card Support; 109c, Performance Expectation Activity; 109c, ELA/Literacy

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Crosscutting Concepts	
CAUSE AND EFFECT	
Events have causes that generate observable patterns.	SE Only: 55, Lesson 2; 60, Investigate It!; TE Only: 78, CCC Patterns; 88, Envision It!; 88-89; 98, Investigate It!; 102-103, Activity Card Support
K-PS3-2 ENERGY	
Performance Expectation	
Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.	TE Only: Chapter 3 Performance Expectation Activity, 109d
Clarification Statement	
Examples of structures could include umbrellas, canopies, or tents that minimize the warming effect of the sun.	
Science & Engineering Practices	
6. Constructing explanations and designing solutions: Constructing explanations (science) and designing solutions (engineering) in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.	
<ul style="list-style-type: none"> Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. 	SE Only: 44-53, STEM Activity TE Only: 82-83, STEM Activity; 109d, Performance Expectation Activity; 175, Write About Solving a Need
Disciplinary Core Ideas	
CONSERVATION OF ENERGY AND ENERGY TRANSFER	
Sunlight warms Earth’s surface. (LE.PS3B.a)	SE Only: 44, STEM Activity; 56, Lesson 3; 60, Investigate It! TE Only: 82, STEM Activity; 90-91; 98, Investigate It!; 102-103, Activity Card Support; 109c, Performance Expectation Activity; 109c, ELA/Literacy
Crosscutting Concepts	
CAUSE AND EFFECT	
Simple tests can be designed to gather evidence to support or refute student ideas about causes.	SE Only: 2, Try It!; Activity 3, Home Activity; 4, STEM Activity; 18, Investigate It! TE Only: 8, CCC: Cause and Effect; 10, Try It!; 12-13, STEM Activity; 22, Differentiated Instruction; 24, Investigate It!; 28-29, Activity Card Support; 33a Performance Expectation Activity

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K-LS-1-1 FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSE	
Performance Expectation	
Use observations to describe patterns of what plants and animals (including humans) need to survive.	TE Only: Chapter 2 Performance Expectation Activity, 71a
Clarification Statement	
Examples of patterns could include that plants make their own food while animals do not, the different kinds of food needed by different types of animals, the requirement of plants to have light, or that all living things need water.	
Science & Engineering Practices	
4. Analyzing and interpreting data: Analyzing data in K-2 builds on prior experiences and progresses to collecting, recording, and sharing observations.	
<ul style="list-style-type: none"> Use observations to describe patterns and/or relationships in the natural and designed world(s) in order to answer scientific questions and solve problems. 	SE Only: 21, Try It!; 35, Lesson 3; 36, Lesson 4; 37, Lesson 5 TE Only: 41, SEP: Analyzing and Interpreting Data; 42, Try It!; 71a, Performance Expectation Activity; 71a, ELA/Literacy
Disciplinary Core Ideas	
ORGANIZATION FOR MATTER AND ENERGY FLOW IN ORGANISMS	
All animals need food in order to live and grow. Animals obtain their food from plants or from other animals. Plants need water and light to live and grow. (LE.LS1C.a)	SE Only: 21, Try It!; 34, Lesson 2; 35, Lesson 3; 36, Lesson 4; 37, Lesson 5 TE Only: 36, Social Studies; 37, Rhyme; 39A-39B, Leveled Content Reader Support; 42, Try It!; 50-57; 58, 21 st Century Learning; 66, Chapter 2 Test- Questions 3, 4; 67, Chapter 2 Test- Question 5; 69, Write Plant Sentences; 71a, Performance Expectation Activity; 71a, ELA/Literacy
Crosscutting Concepts	
PATTERNS	
Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.	SE Only: 21, Try It!; 35, Lesson 3; 36, Lesson 4; 37, Lesson 5 TE Only: 40, CCC: Patterns; 42, Try It!; 52-57; 69, Write Plant Sentences; 71a, Performance Expectation Activity

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K-ESS2-1 EARTH'S SYSTEMS	
Performance Expectation	
Use and share observations of local weather conditions to describe patterns over time.	TE Only: Chapter 3 Performance Expectation Activity, 109a
Clarification Statement	
Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, or warm); examples of quantitative observations could include numbers of sunny, windy, or rainy days in a month. Examples of patterns could include that it is cooler in the morning than in the afternoon or the number of sunny days versus cloudy days in different months.	
Science & Engineering Practices	
4. Analyzing and interpreting data: Analyzing data in K-2 builds on prior experiences and progresses to collecting, recording, and sharing observations.	
<ul style="list-style-type: none"> Use observations to describe patterns and/or relationships in the natural and designed world(s) in order to answer scientific questions and solve problems. 	SE Only: 42, Try It!; 55, Lesson 2; 56, Lesson 3 TE Only: xxxvi-xxxvii, QUEST; 77A-77B, Leveled Content Reader Support; 79, SEP: Analyzing and Interpreting Data; 88-91; 107, Make a Weather Calendar; 109a, Performance Expectation Activity; 109a, ELA/Literacy
Disciplinary Core Ideas	
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. (L.E.ESS2D.a)	SE Only: 42, Try It!; 57, Lesson 4 TE Only: xxxvi-xxxvii, QUEST; 80, Try It!; 92-93; 104, Chapter 3 Test-Questions 3, 4; 105, Chapter 3 Test-Question 6; 107, Make a Weather Calendar; 109a, Performance Expectation Activity; 109a, ELA/Literacy
Crosscutting Concepts	
PATTERNS	
Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.	SE Only: 42, Try It!; 55, Lesson 2; 56, Lesson 3 TE Only: 78, CCC: Patterns; 80, Try It!; 77A-77B, Leveled Content Reader Support; 107, Make a Weather Calendar; 109a, Performance Expectation Activity; 109a, ELA/Literacy

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K-ESS2-2 EARTH'S SYSTEMS	
Performance Expectation	
Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	TE Only: Chapter 2 Performance Expectation Activity, 71b
Clarification Statement	
Examples of plants and animals changing their environment could include a squirrel digging in the ground to hide its food, tree roots breaking concrete, or a dandelion spreading seeds to generate more dandelions.	
Science & Engineering Practices	
7. Engaging in argument from evidence: Engaging in argument from evidence in K-2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).	
<ul style="list-style-type: none"> Construct an argument with evidence to support a claim. 	SE Only: 38, Lesson 6 TE Only: 36, Social Studies; 71b, Performance Expectation Activity
Disciplinary Core Ideas	
BIOGEOLOGY	
Plants and animals can change their environment. (LE.ESS2E.a)	SE Only: 38, Lesson 6; 39 Investigate It! TE Only: 60, Investigate It!; 67, Chapter 2 Test-Question 6
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. (LE.ESS3C.a)	SE Only: 38, Lesson 6; 59, Lesson 6 TE Only: 58-59; 96-97; 104, Chapter 3 Test-Question 2; 148, Social Studies; 109e, Performance Expectation Activity
Crosscutting Concepts	
SYSTEMS AND SYSTEM MODELS	
Systems in the natural and designed world have parts that work together.	SE Only: 38, Lesson 6 TE Only: 58-59; 69, Make an Animal World; 71b, Performance Expectation Activity; 71c, Performance Expectation Activity

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K-ESS3-1 EARTH AND HUMAN ACTIVITY	
Performance Expectation	
Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	TE Only: Chapter 2 Performance Expectation Activity, 71c
Clarification Statement	
Examples of relationships could include that deer eat buds and leaves and therefore usually live in forested areas; grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.	
Science & Engineering Practices	
2. Developing and using models: Modeling in K-2 builds on prior experiences and progresses to include using and developing models (e.g., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.	
<ul style="list-style-type: none"> Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). 	SE Only: 23-32, STEM Activity; 39, Investigate It! TE Only: 44-45, STEM Activity; 60, Investigate It!; 64-65, Activity Card Support; 69, Make an Animal World; 71c, Performance Expectation Activity
Disciplinary Core Ideas	
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. (LE.ESS3A.a)	SE Only: 21, Try It!; 34, Lesson 2; 35, Lesson 3; 36, Lesson 4; 37, Lesson 5; 58, Lesson 5 TE Only: 36, Social Studies; 37, Rhyme; 39A-39B, Leveled Content Reader Support; 42, Try It!; 50-57; 71a, ELA/Literacy; 71c, Performance Expectation Activity; 94-95
Crosscutting Concepts	
SYSTEMS AND SYSTEM MODELS	
Systems in the natural and designed world have parts that work together.	SE Only: 38, Lesson 6 TE Only: 58-59; 69, Make an Animal World; 71b, Performance Expectation Activity; 71c, Performance Expectation Activity

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K-ESS3-2 EARTH AND HUMAN ACTIVITY	
Performance Expectation	
Ask questions to obtain information about the purpose of weather forecasting to prepare for and respond to severe weather.	TE Only: Chapter 3 Performance Expectation Activity, 109b
Clarification Statement	
Emphasis is on local forms of severe weather and safety precautions associated with that severe weather.	
Science & Engineering Practices	
1. Asking questions and defining problems: Asking questions (science) and defining problems (engineering) in K-2 builds on prior experiences and progresses to simple descriptive questions that can be tested.	
<ul style="list-style-type: none"> Ask questions based on observations to find more information about the natural and/or designed world(s). 	SE Only: 44-45, STEM Activity; 65-66, STEM Activity; 75, Lesson 1; TE Only: 82-83, STEM Activity; 109b, Performance Expectation Activity; 117, SEP: Asking Questions and Defining Problems; 124-125, Lesson 1
Disciplinary Core Ideas	
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. (LE.ESS3B.a)	SE Only: 61, Ready for the Weather TE Only: xxxvi-xxxvii, QUEST; 92, 21 st Century Learning; 99, Science-Math; 109b, Performance Expectation Activity; 109b, ELA Literacy
Crosscutting Concepts	
CAUSE AND EFFECT	
Events have causes that generate observable patterns.	SE Only: 55, Lesson 2; 60, Investigate It!; TE Only: 78, CCC Patterns; 88, Envision It!; 88-89; 98, Investigate It!; 102-103, Activity Card Support

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K-ESS3-3 EARTH AND HUMAN ACTIVITY	
Performance Expectation	
Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	TE Only: Chapter 3 Performance Expectation Activity, 109e
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.	
Science & Engineering Practices	
8. Obtaining, evaluating, and communicating information: Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.	
<ul style="list-style-type: none"> Communicate information or design ideas and/or solutions with others in oral and/or written forms using models, drawings, writing, or numbers that provide detail about scientific ideas, practices, and/or design ideas. 	SE Only: 21, Try It!; 23-32, STEM Activity; TE Only: 42, Try It!; 44-45, STEM Activity; 69, Make an Animal World; 71c, Performance Expectation Activity; 71c, ELA/Literacy
Disciplinary Core Ideas	
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. (LE.ESS3C.a)	SE Only: 38, Lesson 6; 59, Lesson 6 TE Only: 58-59; 96-97; 104, Chapter 3 Test-Question 2; 148, Social Studies; 109e, Performance Expectation Activity
DEVELOPING POSSIBLE SOLUTIONS	
Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solution(s) to other people. (LE.ETS1B.a)	SE Only: 21, Try It!; 23-32, STEM Activity; 39, Investigate It! TE Only: 42, Try It! 43, Extend the Lesson; 44-45, STEM Activity; 60, Investigate It!; 67, Chapter 2 Test-Question 6; 69, Make an Animal World; 71a, ELA/Literacy; 109e, Performance Expectation Activity
Crosscutting Concepts	
CAUSE AND EFFECT	
Events have causes that generate observable patterns.	SE Only: 21, Try It! 35, Lesson 3; 36, Lesson 4; 37, Lesson 5 TE Only: 40, Try It!; 49, Cause and Effect; 53, Explain; 53, Elaborate; 55, Elaborate; 57 Elaborate; 71b, Performance Expectation Activity