

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



To the

**Montgomery County, Maryland**  
**Next Generation Science Curriculum**  
**Kindergarten**

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To the  
Montgomery County Next Generation Science Curriculum for Kindergarten**

**Introduction**

The following document demonstrates how the ***Elevate Science* ©2019** program supports Montgomery County's Next Generation Science Curriculum. Correlation references include the Student Edition, Teacher Edition, and online Realize™ digital resources.

***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>Unit 1: What is Weather?</b>	
<b>Performance Expectation K-PS3-1</b>	
<p>Make observations to determine the effect of sunlight on Earth's surface.</p>	<p><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  Quest Connection, 91  uDemonstrate Lab: Where is it warmer?, 100-101</p> <p><b>Realize™ Digital Resources:</b>  <b>Sunlight</b>  &gt;Lesson 2, Sunlight and Earth's Surface&gt;Video: Sunlight and the Earth's Surface;&gt; Interactivity: How Can the Sun Make Temperatures Change?;&gt;Quiz: Sunlight and the Earth's Surface</p>
<b>Disciplinary Core Ideas</b>	
<p><b>PS3.B: Conservation of Energy and Energy Transfer</b>  Sunlight warms Earth's surface.</p>	<p><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  Quest Connection, 91  Topic Assessment, 96-97  uDemonstrate Lab: Where is it warmer?, 100-101</p> <p><b>Realize™ Digital Resources:</b>  <b>Sunlight</b>  &gt;Lesson 2, Sunlight and Earth's Surface&gt;Video: Sunlight and the Earth's Surface;&gt; Interactivity: How Can the Sun Make Temperatures Change?;&gt;Quiz: Sunlight and the Earth's Surface</p>

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<b>Science and Engineering Practices</b>	
<p><b>Planning and Carrying Out Investigations</b> Make observations (firsthand or from media) to collect data that can be used to make comparisons.</p>	<p><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 STEM Quest Check-In Lab: Which material makes the best roof?, 92-93 uDemonstrate Lab: Where is it warmer?, 100-101 Science Practices: Data, EM3, Evidence, EM7</p> <p><b>Realize™ Digital Resources:</b> <b>Sunlight</b> &gt;Lesson 2, Sunlight and Earth’s Surface&gt;Interactivity: How Can the Sun Make Temperatures Change?</p>
<p><b>Connections to Nature of Science</b> Scientists use different ways to study the world.</p>	<p><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 uDemonstrate Lab: Where is it warmer?, 100-101 Science Practices: Observations, EM2, Measure, EM5</p> <p><b>Realize™ Digital Resources:</b> <b>Sunlight</b> &gt;Lesson 2, Sunlight and Earth’s Surface&gt;Interactivity: How Can the Sun Make Temperatures Change?</p>
<b>Crosscutting Concepts</b>	
<p><b>Cause and Effect</b> Events have causes that generate observable patterns.</p>	<p><b>SE/TE:</b> 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</p> <p><b>Realize™ Digital Resources:</b> <b>Sunlight</b> &gt;Lesson 2, Sunlight and Earth’s Surface&gt;Interactivity: How Can the Sun Make Temperatures Change?</p>

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<b>Performance Expectation K-PS3-2</b>	
Use tools and materials provided to design and build a structure that will reduce the warming effect of sunlight on an area.	<b>SE/TE:</b> Quest Kickoff: Keep It Cool, 74-75 Quest Connection, 81 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
<b>Disciplinary Core Ideas</b>	
<b>PS3.B: Conservation of Energy and Energy Transfer</b> Sunlight warms Earth's surface.	<b>SE/TE:</b> uConnect Lab: What can you observe about the sun?, 76 ulnvestigate Lab: What can the sun do?, 79 ulnvestigate Lab: Which objects change in the sun?, 87 The Sun Warms Earth, 88-89 Sunlight and Earth, 90-91 Quest Connection, 91 Topic Assessment, 96-97 uDemonstrate Lab: Where is it warmer?, 100-101  <b>Realize™ Digital Resources:</b> <b>Sunlight</b> >Lesson 2, Sunlight and Earth's Surface>Video: Sunlight and the Earth's Surface;> Interactivity: How Can the Sun Make Temperatures Change?;>Quiz: Sunlight and the Earth's Surface
<b>Science and Engineering Practices</b>	
<b>Constructing Explanations and Designing Solutions</b> Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem.	<b>SE/TE:</b> Quest Kickoff: Keep It Cool, 74-75 Quest Connection, 81 Quest Check-In: Staying Cool, 82 uEngineer It! Model STEM: Sunny Days, 84-85 Engineering Practice Toolbox: Plan an Investigation, 89 STEM Quest Check-In Lab: Which material makes the best roof?, 92-93 Quest Findings: Keep It Cool, 94 Evidence-Based Assessment, 98-99 Engineering Practices: Define a Problem, Design a Solution, EM10

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<b>Crosscutting Concepts</b>	
<p><b>Cause and Effect</b> Events have causes that generate observable patterns.</p>	<p><b>SE/TE:</b> 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 Quest Findings: Keep It Cool, 94</p> <p><b>Realize™ Digital Resources:</b> <b>Sunlight</b> &gt;Lesson 2, Sunlight and Earth's Surface&gt;Interactivity: How Can the Sun Make Temperatures Change?</p>
<b>Performance Expectation K-ESS2-1</b>	
<p>Use and share observations of local weather conditions to describe patterns over time.</p>	<p><b>SE/TE:</b> uConnect Lab: How does the weather change during the day?, 106 Jumpstart Discovery!, 108 Temperature, 110 Sunny and Not Sunny, 111 Quest Check-In: Weather Words, 113 Sun or Rain, 118 Crosscutting Concepts Toolbox: Patterns, 118 Hot or Cool Weather, 119 Topic Assessment, 138-139 Evidence-Based Assessment, 140-141 uDemonstrate Lab: What is the weather like?, 142-143</p> <p><b>Realize™ Digital Resources:</b> <b>Earth's Weather</b> &gt;Lesson 1, Different Kinds of Weather&gt;Video: Different Kinds of Weather;&gt;Interactivity: Weather;&gt;Quiz: Different Kinds of Weather &gt;Lesson 2, Weather Patterns&gt;Video: Weather Patterns;&gt;Interactivity: Record the Weather;&gt;Quiz: Weather Patterns</p>

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<b>Disciplinary Core Ideas</b>	



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<p><b>ESS2.D: Weather and Climate</b> 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><b>SE/TE:</b> uConnect Lab: How does the weather change during the day?, 106 Jumpstart Discovery!, 108 Temperature, 110 Sunny and Not Sunny, 111 Wind, 112 Quest Check-In: Weather Words, 113 Sun or Rain, 118 Crosscutting Concepts Toolbox: Patterns, 118 Hot or Cool Weather, 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 Quest Connection, 125 Topic Assessment, 138-139 Evidence-Based Assessment, 140-141 uDemonstrate Lab: What is the weather like?, 142-143</p> <p><b>Realize™ Digital Resources:</b> <b>Earth’s Weather</b> &gt;Lesson 1, Different Kinds of Weather&gt;Video: Different Kinds of Weather;&gt;Interactivity: Weather;&gt;Quiz: Different Kinds of Weather &gt;Lesson 2, Weather Patterns&gt;Video: Weather Patterns;&gt;Interactivity: Record the Weather;&gt;Quiz: Weather Patterns</p>
<b>Science and Engineering Practices</b>	
<p><b>Analyzing and Interpreting Data</b> Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.</p>	<p><b>SE/TE:</b> uConnect Lab: How does the weather change during the day?, 106 Jumpstart Discovery!, 108 Crosscutting Concepts Toolbox: Patterns, 118 Quest Check-In: Predict the Weather, 121 uInvestigate Lab: What is the weather like in different seasons?, 123 Science Practices: Observations, EM2, Data, EM3</p> <p><b>Realize™ Digital Resources:</b> <b>Earth’s Weather</b> &gt;Lesson 1, Different Kinds of Weather&gt; Interactivity: Weather &gt;Lesson 2, Weather Patterns&gt;Interactivity: Record the Weather</p>

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<p><b>Connections to Nature of Science</b> Scientists look for patterns and order when making observations about the world.</p>	<p><b>SE/TE:</b> Sun or Rain, 118 Hot or Cold Weather, 119 Quest Connection, 119 Quest Check-In: Predict the Weather, 121 uInvestigate Lab: What is the weather like in different seasons?, 123 Different Seasons, 124-125 Evidence-Based Assessment, 140-141 uDemonstrate Lab: What is the weather like?, 142-143</p> <p><b>Realize™ Digital Resources:</b> <b>Earth’s Weather</b> &gt;Lesson 2, Weather Patterns&gt;Video: Weather Patterns;&gt;Interactivity: Record the Weather;&gt;Quiz: Weather Patterns</p>
<b>Crosscutting Concepts</b>	
<p><b>Patterns</b> Patterns in the natural and human designed world can be observed and used as evidence.</p>	<p><b>SE/TE:</b> Crosscutting Concepts Toolbox: Patterns, 118 Sun or Rain, 118 Hot or Cold Weather, 119 Quest Connection, 119 Quest Check-In: Predict the Weather, 121 uInvestigate Lab: What is the weather like in different seasons?, 123 Different Seasons, 124-125 Evidence-Based Assessment, 140-141 uDemonstrate Lab: What is the weather like?, 142-143</p> <p><b>Realize™ Digital Resources:</b> <b>Earth’s Weather</b> &gt;Lesson 2, Weather Patterns&gt;Video: Weather Patterns;&gt;Interactivity: Record the Weather;&gt;Quiz: Weather Patterns</p>
<b>Performance Expectation K-ESS3-2</b>	

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<p>Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.</p>	<p><b>SE/TE:</b>            Quest Kickoff: Chasing Storms, 104-105            Quest Check-In: Predict the Weather, 121            Quest Connection, 131            Be Prepared, 132            Weather Watching, 133            Quest Findings: Chasing Storms, 136</p> <p><b>Realize™ Digital Resources:</b>  <b>Earth’s Weather</b>            &gt;Lesson 4, Severe Weather&gt;Video: Severe Weather;&gt;Interactivity: Report Severe Weather</p>
<p><b>Disciplinary Core Ideas</b></p>	
<p><b>ESS3.B: Natural Hazards</b>            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>            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</p> <p><b>Realize™ Digital Resources:</b>  <b>Earth’s Weather</b>            &gt;Lesson 4, Severe Weather&gt;Video: Severe Weather;&gt;Interactivity: Report Severe Weather;&gt;Quiz: Severe Weather</p>
<p><b>ETS1.A Defining and Delimiting an Engineering Problem</b>            Asking questions, making observations, and gathering information are helpful in thinking about problems.  <i>(secondary to K-ESS3-2)</i></p>	<p><b>SE/TE:</b>            uEngineer It! Build STEM: Don’t Blow Away!, 114-115            Quest Check-In Lab: How does the wind move?, 134-135            Engineering Practices, Define a Problem, Design a Solution, EM10</p>
<p><b>Science and Engineering Practices</b></p>	
<p><b>Asking Questions and Defining Problems</b>            Ask questions based on observations to find more information about the designed world.</p>	<p><b>SE/TE:</b>            uEngineer It! Build STEM: Don’t Blow Away!, 114-115</p>

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<p><b>Obtaining, Evaluating, and Communicating Information</b> Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world.</p>	<p><b>SE/TE:</b> Sun or Rain, 118 Hot or Cold Weather, 119 Quest Connection, 119 Quest Check-In: Predict the Weather, 121 uInvestigate Lab: What is the weather like in different seasons?, 123 Different Seasons, 124-125 Weather Watching, 133 Evidence-Based Assessment, 140-141 uDemonstrate Lab: What is the weather like?, 142-143</p> <p><b>Realize™ Digital Resources:</b> <b>Earth's Weather</b> &gt;Lesson 2, Weather Patterns&gt;Video: Weather Patterns;&gt;Interactivity: Record the Weather;&gt;Quiz: Weather Patterns</p>
<b>Crosscutting Concepts</b>	
<p><b>Cause and Effect</b> Events have causes that generate observable patterns.</p>	<p><b>SE/TE:</b> Crosscutting Concepts Toolbox: Patterns, 118 Quest Check-In: Predict the Weather, 121 Thunderstorms and Tornadoes, 130 Hurricanes, 131 Weather Watching, 133 Crosscutting Concepts Toolbox: Cause and Effect, 133 Quest Check-In Lab: How does the wind move?, 134-135</p> <p><b>Realize™ Digital Resources:</b> <b>Earth's Weather</b> &gt;Lesson 2, Weather Patterns&gt; Interactivity: Record the Weather &gt;Lesson 4, Severe Weather&gt; Interactivity: Report Severe Weather</p>
<p><b>Interdependence of Science, Engineering, and Technology</b> People encounter questions about the natural world every day.</p>	<p><b>SE/TE:</b> Quest Kickoff: Chasing Storms, 104-105 uConnect Lab: How does the weather change during the day?, 106 uInvestigate Lab: What is the weather like in different seasons?, 123 Jumpstart Discovery!, 128 uInvestigate Lab: What does a storm look like?, 129 uDemonstrate Lab: What is the weather like?, 142-143</p>

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<p><b>Influence of Engineering, Technology, and Science on Society and the Natural World</b> People depend on various technologies in their lives; human life would be very different without technology.</p>	<p><b>SE/TE:</b> Weather Watching, 133 Storm Chaser, 137</p> <p><b>Realize™ Digital Resources:</b> <b>Earth’s Weather</b> &gt;Lesson 4, Severe Weather&gt; Interactivity: Report Severe Weather</p>
<b>Performance Expectation K-2-ETS1-1</b>	
<p>Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p>	<p><b>SE/TE:</b> Quest Kickoff: Keep It Cool, 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 Quest Kickoff: Chasing Storms, 104-105 uEngineer It! Build STEM: Don’t Blow Away!, 114-115 Quest Check-In: Predict the Weather, 121 Quest Check-In Lab: How does the wind move?, 134-135 Quest Findings: Chasing Storms, 136 Engineering Practices, Define a Problem, Design a Solution, EM10</p>
<b>Disciplinary Core Ideas</b>	
<p><b>ETS1.A Defining and Delimiting Engineering Problems</b> 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.</p>	<p><b>SE/TE:</b> Quest Kickoff: Keep It Cool, 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 Quest Kickoff: Chasing Storms, 104-105 uEngineer It! Build STEM: Don’t Blow Away!, 114-115 Quest Check-In: Predict the Weather, 121 Quest Check-In Lab: How does the wind move?, 134-135 Quest Findings: Chasing Storms, 136 Engineering Practices, Define a Problem, Design a Solution, EM10</p> <p><b>Realize™ Digital Resources:</b> <b>Earth’s Weather</b> &gt;Lesson 1, Different Kinds of Weather&gt;uEngineer It! Interactivity: Stop the Rain and the Wind</p>

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Asking questions, making observations, and gathering information are helpful in thinking about problems.	<p><b>SE/TE:</b>            Quest Kickoff: Keep It Cool, 74-75            Quest Check-In: Staying Cool, 82            STEM Quest Check-In Lab: Which material makes the best roof?, 92-93            Quest Findings: Keep It Cool, 94            Quest Kickoff: Chasing Storms, 104-105            Quest Check-In: Predict the Weather, 121            Quest Check-In Lab: How does the wind move?, 134-135            Quest Findings: Chasing Storms, 136</p>
Before beginning to design a solution, it is important to clearly understand the problem.	<p><b>SE/TE:</b>            Quest Kickoff: Keep It Cool, 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            Quest Kickoff: Chasing Storms, 104-105            uEngineer It! Build STEM: Don't Blow Away!, 114-115            Quest Check-In: Predict the Weather, 121            Quest Check-In Lab: How does the wind move?, 134-135            Quest Findings: Chasing Storms, 136            Engineering Practices, Define a Problem, Design a Solution, EM10</p> <p><b>Realize™ Digital Resources:</b>  <b>Earth's Weather</b>            &gt;Lesson 1, Different Kinds of Weather&gt;uEngineer It!            Interactivity: Stop the Rain and the Wind</p>
<b>Science and Engineering Practices</b>	
<p><b>Asking Questions and Defining Problems</b>            Ask questions based on observations to find more information about the designed world.</p>	<p><b>SE/TE:</b>            Quest Kickoff: Keep It Cool, 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            uEngineer It! Build STEM: Don't Blow Away!, 114-115</p>

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Define a simple problem that can be solved through the development of a new or improved object or tool.	<b>SE/TE:</b> Quest Kickoff: Keep It Cool, 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 uEngineer It! Build STEM: Don't Blow Away!, 114-115 Engineering Practices, Define a Problem, Design a Solution, EM10
<b>Performance Expectation K-2-ETS1-2</b>	
Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	<b>SE/TE:</b> Quest Kickoff: Keep It Cool, 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 uEngineer It! Build STEM: Don't Blow Away!, 114-115
<b>Disciplinary Core Ideas</b>	
<b>ETS1.B Developing Possible Solutions</b> 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.	<b>SE/TE:</b> Quest Kickoff: Keep It Cool, 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 uEngineer It! Build STEM: Don't Blow Away!, 114-115  <b>Realize™ Digital Resources:</b> <b>Earth's Weather</b> >Lesson 1, Different Kinds of Weather>uEngineer It! Interactivity: Stop the Rain and the Wind
<b>Science and Engineering Practices</b>	
<b>Developing and Using Models</b> Develop a simple model based on evidence to represent a proposed object or tool.	<b>SE/TE:</b> uEngineer It! Model STEM: Sunny Days, 84-85 Quest Findings: Keep It Cool, 94 uEngineer It! Build STEM: Don't Blow Away!, 114-115

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<b>Crosscutting Concepts</b>	
<b>Structure and Function</b> The shape and stability of structures of natural and designed objects are related to their function/s.	<b>SE/TE:</b> Quest Kickoff: Keep It Cool, 74-75 Quest Check-In: Staying Cool, 82 uEngineer It! Model STEM: Sunny Days, 84-85 Quest Findings: Keep It Cool, 94 uEngineer It! Build STEM: Don't Blow Away!, 114-115  <b>Realize™ Digital Resources:</b> <b>Earth's Weather</b> >Lesson 1, Different Kinds of Weather>uEngineer It! Interactivity: Stop the Rain and the Wind
<b>Performance Expectation K-2-ETS1-3</b>	
Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	<b>SE/TE:</b> STEM Quest Check-In Lab: Which material makes the best roof?, 92-93 Quest Findings: Keep It Cool, 94 uEngineer It! Build STEM: Don't Blow Away!, 114-115
<b>Disciplinary Core Ideas</b>	
<b>ETS1.C Optimizing the Design Solution</b> Because there is always more than one possible solution to a problem, it is useful to compare and test designs.	<b>SE/TE:</b> STEM Quest Check-In Lab: Which material makes the best roof?, 92-93 Quest Findings: Keep It Cool, 94 uEngineer It! Build STEM: Don't Blow Away!, 114-115
<b>Science and Engineering Practices</b>	
<b>Analyzing and Interpreting Data</b> Analyze data from tests of an object or tool to determine if it works as intended.	<b>SE/TE:</b> STEM Quest Check-In Lab: Which material makes the best roof?, 92-93 Quest Findings: Keep It Cool, 94 uEngineer It! Build STEM: Don't Blow Away!, 114-115



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<b>Unit 2: How do different surfaces affect motion</b>	
<b>Performance Expectation K-PS2-1</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.	<p><b>SE/TE:</b>  uConnect Lab: How do things move?, 4  uInvestigate Lab: How can we make objects move?, 7  Engineering Toolbox: Conduct an Investigation, 9  uInvestigate Lab: How do objects move?, 13  uEngineer It! Design STEM: Maze Craze!, 18-19  uInvestigate Lab: How do you roll?, 21  STEM Quest Check-In Lab: How does wind move my sail car?, 26  uDemonstrate Lab: How do objects change their motion?, 34-35</p> <p><b>Realize™ Digital Resources:</b>  <b>Pushes and Pulls</b>  &gt;Lesson 1, Pushes and Pulls&gt; Interactivity: Push and Pull  &gt;Lesson 2, Change in Movement&gt;Interactivity: How Objects Move  &gt;Lesson 3, Change Movement with Pushes and Pulls&gt;Interactivity: Motion and Direction</p>
<b>Disciplinary Core Ideas</b>	
<b>PS2.A: Forces and Motion</b> Pushes and pulls can have different strengths and directions.	<p><b>SE/TE:</b>  Literacy Connection: Cause and Effect, 5  uInvestigate Lab: How do objects move?, 13  Different Ways to 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  Direction and Motion, 24-25  Topic Assessment, 30-31  Evidence-Based Assessment, 32-33  uDemonstrate Lab: How do objects change their motion?, 34-35</p> <p><b>Realize™ Digital Resources:</b>  <b>Pushes and Pulls</b>  &gt;Lesson 2, Change in Movement&gt;Video: Change in Movement&gt;Interactivity: How Objects Move;&gt;Quiz: Change in Movement  &gt;Lesson 3, Change Movement with Pushes and Pulls&gt;Video: Change Movements with Pushes and Pulls;&gt;Interactivity: Motion and Direction;&gt;Quiz: Change Movement with Pushes and Pulls</p>

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<p>Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.</p>	<p><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  Ways Objects Move, 10  uInvestigate Lab: How do objects move?, 13  Different Ways to 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  Direction and Motion, 24-25  Evidence-Based Assessment, 32-33  uDemonstrate Lab: How do objects change their motion?, 34-35</p> <p><b>Realize™ Digital Resources:</b>  <b>Pushes and Pulls</b>  &gt;Lesson 1, Pushes and Pulls&gt;Video: Pushes and Pulls;&gt;Interactivity: Push and Pull;&gt;Quiz: Pushes and Pulls  &gt;Lesson 2, Change in Movement&gt;Video: Change in Movement&gt;Interactivity: How Objects Move;&gt;Quiz: Change in Movement  &gt;Lesson 3, Change Movement with Pushes and Pulls&gt;Video: Change Movements with Pushes and Pulls;&gt;Interactivity: Motion and Direction;&gt;Quiz: Change Movement with Pushes and Pulls</p>
<p><b>PS2.B: Types of Interactions</b>  When objects touch or collide, they push on one another and can change motion.</p>	<p><b>SE/TE:</b>  uEngineer It! Design STEM: Maze Craze!, 18-19  uInvestigate Lab: How do you roll?, 21  Direction and Motion, 24-25</p> <p><b>Realize™ Digital Resources:</b>  <b>Pushes and Pulls</b>  &gt;Lesson 3, Change Movement with Pushes and Pulls&gt;Video: Change Movements with Pushes and Pulls</p>

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<p><b>PS3.C: Relationship Between Energy and Forces</b> A bigger push or pull makes things speed up or slow down more quickly.</p>	<p><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 STEM Quest Check-In Lab: How does wind move my sail car?, 26 Evidence-Based Assessment, 32-33 uDemonstrate Lab: How do objects change their motion?, 34-35</p> <p><b>Realize™ Digital Resources:</b> <b>Pushes and Pulls</b> &gt;Lesson 2, Change in Movement&gt;Video: Change in Movement&gt;Interactivity: How Objects Move;&gt;Quiz: Change in Movement</p>
<b>Science and Engineering Practices</b>	
<p><b>Planning and Carrying Out Investigations</b> With guidance, plan and conduct an investigation in collaboration with peers.</p>	<p><b>SE/TE:</b> uConnect Lab: How do things move?, 4 uInvestigate Lab: How can we make objects move?, 7 Engineering Toolbox: Conduct an Investigation, 9 uInvestigate Lab: How do objects move?, 13 uInvestigate Lab: How do you roll?, 21 uDemonstrate Lab: How do objects change their motion?, 34-35 Science Practice: Investigations, EM1</p>
<b>Crosscutting Concepts</b>	
<p><b>Cause and Effect</b> Simple tests can be designed to gather evidence to support or refute student ideas about causes.</p>	<p><b>SE/TE:</b> uConnect Lab: How do things move?, 4 uInvestigate Lab: How can we make objects move?, 7 Crosscutting Concepts Toolbox: Cause and Effect, 15 STEM Quest Check-In Lab: 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 uDemonstrate Lab: How do objects change their motion?, 34-35</p>

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<b>Performance Expectation K-PS2-2</b>	
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.	<b>SE/TE:</b> Quest Kickoff: Wind Makes It Go, 2-3 Quest Check-In: Shapes of Sails, 11 STEM Quest Check-In Lab: How can you build your sail car?, 16-17 uEngineer It! Design STEM: Maze Craze!, 18-19 uInvestigate Lab: How do you roll?, 21 STEM Quest Check-In Lab: How does wind move my sail car?, 26 Quest Findings: Wind Makes It Go, 28
<b>Disciplinary Core Ideas</b>	
<b>PS2.A: Forces and Motion</b> Pushes and pulls can have different strengths and directions.	<b>SE/TE:</b> Literacy Connection: Cause and Effect, 5 uInvestigate Lab: How do objects move?, 13 Different Ways to 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 Direction and Motion, 24-25 Topic Assessment, 30-31 Evidence-Based Assessment, 32-33 uDemonstrate Lab: How do objects change their motion?, 34-35  <b>Realize™ Digital Resources:</b> <b>Pushes and Pulls</b> >Lesson 2, Change in Movement>Video: Change in Movement>Interactivity: How Objects Move;>Quiz: Change in Movement >Lesson 3, Change Movement with Pushes and Pulls>Video: Change Movements with Pushes and Pulls;>Interactivity: Motion and Direction;>Quiz: Change Movement with Pushes and Pulls

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<p>Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.</p>	<p><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  Ways Objects Move, 10  uInvestigate Lab: How do objects move?, 13  Different Ways to 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  Direction and Motion, 24-25  Evidence-Based Assessment, 32-33  uDemonstrate Lab: How do objects change their motion?, 34-35</p> <p><b>Realize™ Digital Resources:</b>  <b>Pushes and Pulls</b>  &gt;Lesson 1, Pushes and Pulls&gt;Video: Pushes and Pulls;&gt;Interactivity: Push and Pull;&gt;Quiz: Pushes and Pulls  &gt;Lesson 2, Change in Movement&gt;Video: Change in Movement&gt;Interactivity: How Objects Move;&gt;Quiz: Change in Movement  &gt;Lesson 3, Change Movement with Pushes and Pulls&gt;Video: Change Movements with Pushes and Pulls;&gt;Interactivity: Motion and Direction;&gt;Quiz: Change Movement with Pushes and Pulls</p>
<p><b>ETS1.A: Defining Engineering Problems</b>  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.</p>	<p><b>SE/TE:</b>  uConnect Lab: How do things move?, 4  uInvestigate Lab: How can we make objects move?, 7  Crosscutting Concepts Toolbox: Cause and Effect, 15  STEM Quest Check-In Lab: 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  uDemonstrate Lab: How do objects change their motion?, 34-35</p>

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<b>Science and Engineering Practices</b>	
<b>Analyzing and Interpreting Data</b> Analyze data from tests of an object or tool to determine if it works as intended.	<b>SE/TE:</b> STEM Quest Check-In Lab: How can you build your sail car?, 16-17 uEngineer It! Design STEM: Maze Craze!, 18-19
<b>Crosscutting Concepts</b>	
<b>Cause and Effect</b> Simple tests can be designed to gather evidence to support or refute student ideas about causes.	<b>SE/TE:</b> uConnect Lab: How do things move?, 4 uInvestigate Lab: How can we make objects move?, 7 Crosscutting Concepts Toolbox: Cause and Effect, 15 STEM Quest Check-In Lab: 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 uDemonstrate Lab: How do objects change their motion?, 34-35
<b>Performance Expectation K-2-ETS1-1</b>	
Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	<b>SE/TE:</b> Quest Kickoff: Wind Makes It Go, 2-3 STEM Quest Check-In Lab: How can you build your sail car?, 16-17 STEM Quest Check-In Lab: How does wind move my sail car?, 26 Quest Findings: Wind Makes It Go, 28 Engineering Practices: Define a Problem, EM10
<b>Disciplinary Core Ideas</b>	
<b>ETS1.A Defining and Delimiting Engineering Problems</b> 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.	<b>SE/TE:</b> Quest Kickoff: Wind Makes It Go, 2-3 STEM Quest Check-In Lab: How can you build your sail car?, 16-17 STEM Quest Check-In Lab: How does wind move my sail car?, 26 Quest Findings: Wind Makes It Go, 28 Engineering Practices: Design a Solution, EM10
Asking questions, making observations, and gathering information are helpful in thinking about problems.	<b>SE/TE:</b> Quest Kickoff: Wind Makes It Go, 2-3 STEM Quest Check-In Lab: How can you build your sail car?, 16-17 STEM Quest Check-In Lab: How does wind move my sail car?, 26 Quest Findings: Wind Makes It Go, 28

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Before beginning to design a solution, it is important to clearly understand the problem.	<b>SE/TE:</b> Quest Kickoff: Wind Makes It Go, 2-3 STEM Quest Check-In Lab: How can you build your sail car?, 16-17 STEM Quest Check-In Lab: How does wind move my sail car?, 26 Quest Findings: Wind Makes It Go, 28 Engineering Practices: Define a Problem, EM10
<b>Science and Engineering Practices</b>	
<b>Asking Questions and Defining Problems</b> Ask questions based on observations to find more information about the designed world.	<b>SE/TE:</b> Quest Kickoff: Wind Makes It Go, 2-3 STEM Quest Check-In Lab: How can you build your sail car?, 16-17 STEM Quest Check-In Lab: How does wind move my sail car?, 26 Quest Findings: Wind Makes It Go, 28
Define a simple problem that can be solved through the development of a new or improved object or tool.	<b>SE/TE:</b> Quest Kickoff: Wind Makes It Go, 2-3 STEM Quest Check-In Lab: How can you build your sail car?, 16-17 STEM Quest Check-In Lab: How does wind move my sail car?, 26 Quest Findings: Wind Makes It Go, 28 Engineering Practices: Define a Problem, EM10
<b>Performance Expectation K-2-ETS1-2</b>	
Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	<b>SE/TE:</b> STEM Quest Check-In Lab: How can you build your sail car?, 16-17 STEM Quest Check-In Lab: How does wind move my sail car?, 26 Quest Findings: Wind Makes It Go, 28
<b>Disciplinary Core Ideas</b>	
<b>ETS1.B Developing Possible Solutions</b> 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.	<b>SE/TE:</b> STEM Quest Check-In Lab: How can you build your sail car?, 16-17 STEM Quest Check-In Lab: How does wind move my sail car?, 26
<b>Science and Engineering Practices</b>	
<b>Developing and Using Models</b> Develop a simple model based on evidence to represent a proposed object or tool.	<b>SE/TE:</b> STEM Quest Check-In Lab: How can you build your sail car?, 16-17 STEM Quest Check-In Lab: How does wind move my sail car?, 26

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<b>Crosscutting Concepts</b>	
<b>Structure and Function</b> The shape and stability of structures of natural and designed objects are related to their function/s.	<b>SE/TE:</b> STEM Quest Check-In Lab: How can you build your sail car?, 16-17 STEM Quest Check-In Lab: How does wind move my sail car?, 26
<b>Performance Expectation K-2-ETS1-3</b>	
Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	<b>SE/TE:</b> STEM Quest Check-In Lab: How can you build your sail car?, 16-17 STEM Quest Check-In Lab: How does wind move my sail car?, 26 Quest Findings: Wind Makes It Go, 28
<b>Disciplinary Core Ideas</b>	
<b>ETS1.C Optimizing the Design Solution</b> Because there is always more than one possible solution to a problem, it is useful to compare and test designs.	<b>SE/TE:</b> STEM Quest Check-In Lab: How can you build your sail car?, 16-17 STEM Quest Check-In Lab: How does wind move my sail car?, 26 Quest Findings: Wind Makes It Go, 28 Engineering Practices, Improve the Design, EM11
<b>Science and Engineering Practices</b>	
<b>Analyzing and Interpreting Data</b> Analyze data from tests of an object or tool to determine if it works as intended.	<b>SE/TE:</b> STEM Quest Check-In Lab: How can you build your sail car?, 16-17 STEM Quest Check-In Lab: How does wind move my sail car?, 26 Quest Findings: Wind Makes It Go, 28 Engineering Practices, Improve the Design, EM11



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<b>Unit 3: Living Things Change the Environment</b>	
<b>Performance Expectation K-LS1-1</b>	
Use observations to describe patterns of what plants and animals (including humans) need to survive.	<p><b>SE/TE:</b>            Quest Kickoff: Let's Build a Park, 146-147            Plants Need Sunlight, 152            Crosscutting Concepts Toolbox: Patterns, 152            Plants Need Water, 154            Quest Check-In: Caring for Plants at the Park, 155            Animals Need Food, 158            Animals Need Water, 159            Quest Check-In: Fish in the Park, 161            People are Animals, 166            Crosscutting Concepts Toolbox: Patterns, 166            Quest Findings: Let's Build a Park, 178            Topic Assessment, 180-181            Evidence-Based Assessment, 182-183            uDemonstrate Lab: What needs do pets have?, 184-185</p> <p><b>Realize™ Digital Resources:</b>  <b>Needs of Living Things</b>            &gt;Lesson 1, Needs of Plants&gt;Video: Needs of Plants;&gt;Interactivity: Plants Have Needs;&gt;Quiz: Needs of Plants            &gt;Lesson 2, Needs of Animals&gt;Video: Needs of Animals;&gt;Interactivity: Locating an Animal's Needs            &gt;Lesson 3: Needs of People&gt;Video: Needs of People;&gt;Interactivity: People Have Needs</p>
<b>Disciplinary Core Ideas</b>	
<p><b>LS1.C: Organization for Matter and Energy Flow in Organisms</b>            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            Quest Check-In: Caring for Plants at the Park, 155            Animals Need Food, 158            Quest Check-In: Fish in the Park, 161            uDemonstrate Lab: What needs do pets have?, 184-185</p> <p><b>Realize™ Digital Resources:</b>  <b>Needs of Living Things</b>            &gt;Lesson 1, Needs of Plants&gt;Video: Needs of Plants;&gt;Interactivity: Plants Have Needs;&gt;Quiz: Needs of Plants            &gt;Lesson 2, Needs of Animals&gt;Video: Needs of Animals;&gt;Interactivity: Locating an Animal's Needs;&gt;Quiz: Needs of Animals</p>

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<b>Science and Engineering Practices</b>	
<p><b>Analyzing and Interpreting Data</b> Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.</p>	<p><b>SE/TE:</b> Quest Kickoff: Let's Build a Park, 146-147 uConnect Lab: What if plants do not get what they need?, 148 Plants Need Sunlight, 152 Crosscutting Concepts Toolbox: Patterns, 152 Plants Need Air, 153 Plants Need Water, 154 Quest Check-In: Caring for Plants at the Park, 155 Animals Need Food, 158 Animals Need Water, 159 Animals Need Air, 160 Quest Check-In: Fish in the Park, 161 People are Animals, 166 Crosscutting Concepts Toolbox: Patterns, 166 Quest Findings: Let's Build a Park, 178 Topic Assessment, 180-181 Evidence-Based Assessment, 182-183 uDemonstrate Lab: What needs do pets have?, 184-185</p> <p><b>Realize™ Digital Resources:</b> <b>Needs of Living Things</b> &gt;Lesson 1, Needs of Plants&gt;Video: Needs of Plants;&gt;Interactivity: Plants Have Needs;&gt;Quiz: Needs of Plants &gt;Lesson 2, Needs of Animals&gt;Video: Needs of Animals;&gt;Interactivity: Locating an Animal's Needs;&gt;Quiz: Needs of Animals</p>
<p><b>Connections to Nature of Science</b> Scientists look for patterns and order when making observations about the world.</p>	<p><b>SE/TE:</b> uConnect Lab: What if plants do not get what they need?, 148 Literacy Connection: Alike and Different, 149 Crosscutting Concepts Toolbox: Patterns, 152 Crosscutting Concepts Toolbox: Patterns, 166 uInvestigate Lab: How does a plant grow and change?, 171 uDemonstrate Lab: What needs do pets have?, 184-185</p> <p><b>Realize™ Digital Resources:</b> <b>Needs of Living Things</b> &gt;Lesson 1, Needs of Plants&gt;Quiz: Needs of Plants</p>

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<b>Crosscutting Concepts</b>	
<p><b>Patterns</b> Patterns in the natural and human designed world can be observed and used as evidence.</p>	<p><b>SE/TE:</b> Crosscutting Concepts Toolbox: Patterns, 152 Crosscutting Concepts Toolbox: Patterns, 166 uDemonstrate Lab: What needs do pets have?, 184-185</p> <p><b>Realize™ Digital Resources:</b> <b>Needs of Living Things</b> &gt;Lesson 1, Needs of Plants&gt;Quiz: Needs of Plants</p>
<b>Performance Expectation K-ESS2-1</b>	
<p>Use and share observations of local weather conditions to describe patterns over time.</p>	<p><b>SE/TE:</b> uConnect Lab: How does the weather change during the day?, 106 Jumpstart Discovery!, 108 Temperature, 110 Sunny and Not Sunny, 111 Quest Check-In: Weather Words, 113 Sun or Rain, 118 Crosscutting Concepts Toolbox: Patterns, 118 Hot or Cool Weather, 119 Topic Assessment, 138-139 Evidence-Based Assessment, 140-141 uDemonstrate Lab: What is the weather like?, 142-143</p> <p><b>Realize™ Digital Resources:</b> <b>Earth's Weather</b> &gt;Lesson 1, Different Kinds of Weather&gt;Video: Different Kinds of Weather;&gt;Interactivity: Weather;&gt;Quiz: Different Kinds of Weather &gt;Lesson 2, Weather Patterns&gt;Video: Weather Patterns;&gt;Interactivity: Record the Weather;&gt;Quiz: Weather Patterns</p>

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<b>Disciplinary Core Ideas</b>	
<p><b>ESS2.D: Weather and Climate</b> 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><b>SE/TE:</b> uConnect Lab: How does the weather change during the day?, 106 Jumpstart Discovery!, 108 Temperature, 110 Sunny and Not Sunny, 111 Wind, 112 Quest Check-In: Weather Words, 113 Sun or Rain, 118 Crosscutting Concepts Toolbox: Patterns, 118 Hot or Cool Weather, 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 Quest Connection, 125 Topic Assessment, 138-139 Evidence-Based Assessment, 140-141 uDemonstrate Lab: What is the weather like?, 142-143</p> <p><b>Realize™ Digital Resources:</b> <b>Earth's Weather</b> &gt;Lesson 1, Different Kinds of Weather&gt;Video: Different Kinds of Weather;&gt;Interactivity: Weather;&gt;Quiz: Different Kinds of Weather &gt;Lesson 2, Weather Patterns&gt;Video: Weather Patterns;&gt;Interactivity: Record the Weather;&gt;Quiz: Weather Patterns</p>
<b>Science and Engineering Practices</b>	
<p><b>Analyzing and Interpreting Data</b> Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.</p>	<p><b>SE/TE:</b> uConnect Lab: How does the weather change during the day?, 106 Jumpstart Discovery!, 108 Crosscutting Concepts Toolbox: Patterns, 118 Quest Check-In: Predict the Weather, 121 uInvestigate Lab: What is the weather like in different seasons?, 123 Science Practices: Observations, EM2, Data, EM3</p> <p><b>Realize™ Digital Resources:</b> <b>Earth's Weather</b> &gt;Lesson 1, Different Kinds of Weather&gt; Interactivity: Weather &gt;Lesson 2, Weather Patterns&gt;Interactivity: Record the Weather</p>

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<p><b>Connections to Nature of Science</b> Scientists look for patterns and order when making observations about the world.</p>	<p><b>SE/TE:</b> Sun or Rain, 118 Hot or Cold Weather, 119 Quest Connection, 119 Quest Check-In: Predict the Weather, 121 uInvestigate Lab: What is the weather like in different seasons?, 123 Different Seasons, 124-125 Evidence-Based Assessment, 140-141 uDemonstrate Lab: What is the weather like?, 142-143</p> <p><b>Realize™ Digital Resources:</b> <b>Earth’s Weather</b> &gt;Lesson 2, Weather Patterns&gt;Video: Weather Patterns;&gt;Interactivity: Record the Weather;&gt;Quiz: Weather Patterns</p>
<p><b>Crosscutting Concepts</b></p>	
<p><b>Patterns</b> Patterns in the natural and human designed world can be observed and used as evidence.</p>	<p><b>SE/TE:</b> Crosscutting Concepts Toolbox: Patterns, 118 Sun or Rain, 118 Hot or Cold Weather, 119 Quest Connection, 119 Quest Check-In: Predict the Weather, 121 uInvestigate Lab: What is the weather like in different seasons?, 123 Different Seasons, 124-125 Evidence-Based Assessment, 140-141 uDemonstrate Lab: What is the weather like?, 142-143</p> <p><b>Realize™ Digital Resources:</b> <b>Earth’s Weather</b> &gt;Lesson 2, Weather Patterns&gt;Video: Weather Patterns;&gt;Interactivity: Record the Weather;&gt;Quiz: Weather Patterns</p>

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<b>Performance Expectation K-ESS2-2</b>	
<p>Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</p>	<p><b>SE/TE:</b>            Quest Kickoff: Trails for All, 188-189            uConnect Lab: How does a plant make a change to the place where it lives?, 190            Literacy Connection: Sequence, 191            uInvestigate Lab: How do squirrels change the land?, 199            Quest Check-In: Changes in Nature, 203            uInvestigate Lab: How can you model changing the environment?, 205            Quest Check-In Lab: How can people change the land?, 208            uDemonstrate Lab: How can an animal change where it lives?, 226-227</p> <p><b>Realize™ Digital Resources:</b>  <b>Environments</b>            &gt;Lesson 2, Plants and Animals Change the Environment&gt;Video: Plants and Animals Change the Environment;&gt;Interactivity: Living Things Affect the Environment;&gt;Quiz: Plants and Animals Change the Environment</p>
<b>Disciplinary Core Ideas</b>	
<p><b>ESS2.E: Biogeology</b>            Plants and animals can change their environment.</p>	<p><b>SE/TE:</b>            uConnect Lab: How does a plant make a change to the place where it lives?, 190            Literacy Connection: Sequence, 191            Jumpstart Discovery!, 198            uInvestigate Lab: How do squirrels change the land?, 199            Where Plants Live, 200            Animals in Their Environment, 201            Quest Check-In: Changes in Nature, 203            uInvestigate Lab: How can you model changing the environment?, 205            Quest Check-In Lab: How can people change the land?, 208            uDemonstrate Lab: How can an animal change where it lives?, 226-227</p> <p><b>Realize™ Digital Resources:</b>  <b>Environments</b>            &gt;Lesson 2, Plants and Animals Change the Environment&gt;Video: Plants and Animals Change the Environment;&gt;Interactivity: Living Things Affect the Environment;&gt;Quiz: Plants and Animals Change the Environment</p>

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<p><b>ESS3.C: Human Impacts on Earth Systems</b> 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> People and Resources, 206 Getting What We Need, 207 New Uses for Old Things, 212 Helping Earth, 213 What You Can Do, 214-215 Evidence-Based Assessment, 224-225</p> <p><b>Realize™ Digital Resources: Environments</b> &gt;Lesson 3, People Change the Environment&gt;Video: People Change the Environment;&gt;Interactivity: People Affect the Environment;&gt;Quiz: People Change the Environment &gt;Lesson 4, People Can Protect the Environment&gt;Video: People Can Protect the Environment;&gt;Interactivity: Help Care for Earth;&gt;Quiz: People Can Protect the Environment</p>
<p><b>Science and Engineering Practices</b></p>	
<p><b>Engaging in Argument from Evidence</b> Construct an argument with evidence to support a claim.</p>	<p><b>SE/TE:</b> Quest Kickoff: Trails for All, 188-189 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 Quest Check-In: Changes in Nature, 203 uInvestigate Lab: How can you model changing the environment?, 205 Quest Check-In Lab: How can people change the land?, 208 uDemonstrate Lab: How can an animal change where it lives?, 226-227 Science Practices: Evidence EM7</p> <p><b>Realize™ Digital Resources: Environments</b> &gt;Lesson 2, Plants and Animals Change the Environment&gt;Video: Plants and Animals Change the Environment;&gt;Interactivity: Living Things Affect the Environment;&gt;Quiz: Plants and Animals Change the Environment</p>

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<b>Crosscutting Concepts</b>	
<p><b>Systems and System Models</b> Systems in the natural and designed world have parts that work together.</p>	<p><b>SE/TE:</b> uInvestigate Lab: How do plants get water?, 151 Animals Need Food, 158 uEngineer It! Design STEM: It Is Cold Out There!, 162-163 Plants and Animals Together, 202 Crosscutting Concepts Toolbox: Systems in Our World, 215</p> <p><b>Realize™ Digital Resources:</b> <b>Needs of Living Things</b> &gt;Lesson 2, Needs of Animals&gt;Video: Needs of Animals <b>Environments</b> &gt;Lesson 2, Plants and Animals Change the Environment&gt;Video: Plants and Animals Change the Environment</p>
<b>Performance Expectation K-ESS3-1</b>	
<p>Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.</p>	<p><b>SE/TE:</b> Plants Need Sunlight, 152 Animals Need Food, 158 Quest Findings: Let's Build a Park!, 178 uInvestigate Lab: Who lives here?, 193 Needs, 194 uInvestigate Lab: How do squirrels change the land?, 199</p> <p><b>Realize™ Digital Resources:</b> <b>Environments</b> &gt;Lesson 2, Plants and Animals Change the Environment&gt;Video: Plants and Animals Change the Environment</p>



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<b>Disciplinary Core Ideas</b>	
<p><b>ESS3.A: Natural Resources</b> 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> Plants Need Air, 153 Plants Need Water, 154 Animals Need Water, 159 Animals Need Air, 160 People are Animals, 166 Topic Assessment, 180-181 Needs, 194 People and Resources, 206</p> <p><b>Realize™ Digital Resources:</b> <b>Needs of Living Things</b> &gt;Lesson 1, Needs of Plants&gt;Video: Needs of Plants;&gt;Interactivity: Plants Have Needs;&gt;Quiz: Needs of Plants &gt;Lesson 2, Needs of Animals&gt;Video: Needs of Animals;&gt;Interactivity: Locating an Animal's Needs;&gt;Quiz: Needs of Animals</p>
<b>Science and Engineering Practices</b>	
<p><b>Developing and Using Models</b> Use a model to represent relationships in the natural world.</p>	<p><b>SE/TE:</b> Quest Findings: Let's Build a Park!, 178 uInvestigate Lab: Who lives here?, 193 uInvestigate Lab: How do squirrels change the land?, 199</p>
<b>Crosscutting Concepts</b>	
<p><b>Systems and System Models</b> Systems in the natural and designed world have parts that work together.</p>	<p><b>SE/TE:</b> uInvestigate Lab: How do plants get water?, 151 Animals Need Food, 158 uEngineer It! Design STEM: It Is Cold Out There!, 162-163 Plants and Animals Together, 202 Crosscutting Concepts Toolbox: Systems in Nature Crosscutting Concepts Toolbox: Systems in Our World, 215</p> <p><b>Realize™ Digital Resources:</b> <b>Needs of Living Things</b> &gt;Lesson 2, Needs of Animals&gt;Video: Needs of Animals <b>Environments</b> &gt;Lesson 2, Plants and Animals Change the Environment&gt;Video: Plants and Animals Change the Environment</p>

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<b>Performance Expectation K-ESS3-3</b>	
<p>Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.</p>	<p><b>SE/TE:</b>            People and Resources, 206            Getting What We Need, 207            STEM Investigate 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            STEM Quest Check-In Lab: How can we save our trails, 216-217</p> <p><b>Realize™ Digital Resources:</b>  <b>Environments</b>            &gt;Lesson 3, People Change the Environment&gt;Video: Plants and Animals Change the Environment;&gt; Interactivity: People Affect the Environment;&gt;Quiz: People Change the Environment            &gt;Lesson 4, People Can Protect the Environment&gt;Video: People Can Protect the Environment;&gt;Interactivity: Help Care for Earth;&gt;Quiz: People Can Protect the Environment</p>
<b>Disciplinary Core Ideas</b>	
<p><b>ESS3.C: Human Impacts on Earth Systems</b>            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>            People and Resources, 206            Getting What We Need, 207            New Uses for Old Things, 212            Helping Earth, 213            What You Can Do, 214-215            Evidence-Based Assessment, 224-225</p> <p><b>Realize™ Digital Resources:</b>  <b>Environments</b>            &gt;Lesson 3, People Change the Environment&gt;Video: People Change the Environment;&gt;Interactivity: People Affect the Environment;&gt;Quiz: People Change the Environment            &gt;Lesson 4, People Can Protect the Environment&gt;Video: People Can Protect the Environment;&gt;Interactivity: Help Care for Earth;&gt;Quiz: People Can Protect the Environment</p>

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<p><b>ETS1.B: Developing Possible Solutions</b> 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>	<p><b>SE/TE:</b> uInvestigate Lab: Which feet do the best job?, 157 uEngineer It! Design STEM: It Is Cold Out There!, 162-163 Quest Check-In Lab: How do caterpillars change?, 176-177 Quest Findings: Let's Build a Park!, 178</p>
<b>Science and Engineering Practices</b>	
<p><b>Obtaining, Evaluating, and Communicating Information</b> Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.</p>	<p><b>SE/TE:</b> Getting What We Need, 207 STEM uInvestigate Lab: How can you make something useful?, 211 Quest Connection, 212 Visual Literacy, 214 Crosscutting Concepts Toolbox: Systems in Our World, 215 STEM Quest Check-In Lab: How can we save our trails, 216-217</p>
<b>Crosscutting Concepts</b>	
<p><b>Patterns</b> Patterns in the natural and human designed world can be observed and used as evidence.</p>	<p><b>SE/TE:</b> Crosscutting Concepts Toolbox: Patterns, 152 Crosscutting Concepts Toolbox: Patterns, 166 Quest Check-In Lab: How do caterpillars change?, 176-177</p>
<p><b>Cause and Effect</b> Events have causes that generate observable patterns.</p>	<p><b>SE/TE:</b> uInvestigate Lab: How does a plant grow and change?, 171 Crosscutting Concepts Toolbox: Cause and Effect, 195 Quest Check-In Lab: How can people change the land?, 208 Crosscutting Concepts Toolbox: Cause and Effect, 213</p>

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<b>Performance Expectation K-2-ETS1-1</b>	
<p>Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p>	<p><b>SE/TE:</b>  uEngineer It! Design STEM: It Is Cold Out There!, 162-163  Quest Check-In Lab: How can people change the land?, 208  STEM uInvestigate Lab: How can you make something useful?, 211  STEM Quest Check-In Lab: How can we save our trails?, 216-217  uEngineer It! Design STEM: The Problem with a Tree, 218-219</p> <p><b>Realize™ Digital Resources: Needs of Living Things</b>  &gt;Lesson 2, Needs of Animals&gt;uEngineer It!  Interactivity: Build an Animal Shelter</p>
<b>Disciplinary Core Ideas</b>	
<p><b>ETS1.A Defining and Delimiting Engineering Problems</b>  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.</p>	<p><b>SE/TE:</b>  uEngineer It! Design STEM: It Is Cold Out There!, 162-163  Quest Check-In Lab: How can people change the land?, 208  STEM uInvestigate Lab: How can you make something useful?, 211  STEM Quest Check-In Lab: How can we save our trails?, 216-217  uEngineer It! Design STEM: The Problem with a Tree, 218-219</p> <p><b>Realize™ Digital Resources: Needs of Living Things</b>  &gt;Lesson 2, Needs of Animals&gt;uEngineer It!  Interactivity: Build an Animal Shelter  Environments  &gt;Lesson 4, People Can Protect the Environment&gt;uEngineer It! Video</p>

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Asking questions, making observations, and gathering information are helpful in thinking about problems.	<p><b>SE/TE:</b>  uEngineer It! Design STEM: It Is Cold Out There!, 162-163  Quest Check-In Lab: How can people change the land?, 208  STEM uInvestigate Lab: How can you make something useful?, 211  STEM Quest Check-In Lab: How can we save our trails?, 216-217  uEngineer It! Design STEM: The Problem with a Tree, 218-219</p> <p><b>Realize™ Digital Resources:</b>  <b>Needs of Living Things</b>  &gt;Lesson 2, Needs of Animals&gt;uEngineer It!  Interactivity: Build an Animal Shelter  &gt;Lesson 4, People Can Protect the Environment&gt;uEngineer It! Video</p>
Before beginning to design a solution, it is important to clearly understand the problem.	<p><b>SE/TE:</b>  uEngineer It! Design STEM: It Is Cold Out There!, 162-163  STEM uInvestigate Lab: How can you make something useful?, 211  STEM Quest Check-In Lab: How can we save our trails?, 216-217  uEngineer It! Design STEM: The Problem with a Tree, 218-219  Engineering Practices: Define a Problem, EM10</p> <p><b>Realize™ Digital Resources:</b>  &gt;Lesson 4, People Can Protect the Environment&gt;uEngineer It! Video</p>
<b>Science and Engineering Practices</b>	
<p><b>Asking Questions and Defining Problems</b>  Ask questions based on observations to find more information about the designed world.</p>	<p><b>SE/TE:</b>  uEngineer It! Design STEM: It Is Cold Out There!, 162-163  uEngineer It! Design STEM: The Problem with a Tree, 218-219</p>

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Define a simple problem that can be solved through the development of a new or improved object or tool.	<p><b>SE/TE:</b>  uEngineer It! Design STEM: It Is Cold Out There!, 162-163  Quest Check-In Lab: How can people change the land?, 208  STEM uInvestigate Lab: How can you make something useful?, 211  STEM Quest Check-In Lab: How can we save our trails?, 216-217  uEngineer It! Design STEM: The Problem with a Tree, 218-219  Engineering Practices: Define a Problem, EM10</p> <p><b>Realize™ Digital Resources: Needs of Living Things</b>  &gt;Lesson 2, Needs of Animals&gt;uEngineer It!  Interactivity: Build an Animal Shelter</p>
<b>Performance Expectation K-2-ETS1-2</b>	
Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	<p><b>SE/TE:</b>  uEngineer It! Design STEM: It Is Cold Out There!, 162-163</p> <p><b>Realize™ Digital Resources: Needs of Living Things</b>  &gt;Lesson 2, Needs of Animals&gt;uEngineer It!  Interactivity: Build an Animal Shelter</p>
<b>Disciplinary Core Ideas</b>	
<p><b>ETS1.B Developing Possible Solutions</b>  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>	<p><b>SE/TE:</b>  uEngineer It! Design STEM: It Is Cold Out There!, 162-163  STEM uInvestigate Lab: How can you make something useful?, 211  uEngineer It! Design STEM: The Problem with a Tree, 218-219</p> <p><b>Realize™ Digital Resources: Needs of Living Things</b>  &gt;Lesson 2, Needs of Animals&gt;uEngineer It!  Interactivity: Build an Animal Shelter</p>
<b>Science and Engineering Practices</b>	
<p><b>Developing and Using Models</b>  Develop a simple model based on evidence to represent a proposed object or tool.</p>	<p><b>SE/TE:</b>  uInvestigate Lab: Which feet do the best job?, 157  uEngineer It! Design STEM: It Is Cold Out There!, 162-163</p>

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<b>Crosscutting Concepts</b>	
<b>Structure and Function</b> The shape and stability of structures of natural and designed objects are related to their functions.	<b>SE/TE:</b> uEngineer It! Design STEM: It Is Cold Out There!, 162-163  <b>Realize™ Digital Resources:</b> <b>Needs of Living Things</b> >Lesson 2, Needs of Animals>uEngineer It! Interactivity: Build an Animal Shelter
<b>Performance Expectation K-2-ETS1-3</b>	
Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	<b>SE/TE:</b> uEngineer It! Design STEM: The Problem with a Tree, 218-219 Engineering Practices, Improve the Design, EM11
<b>Disciplinary Core Ideas</b>	
<b>ETS1.C Optimizing the Design Solution</b> Because there is always more than one possible solution to a problem, it is useful to compare and test designs.	<b>SE/TE:</b> uEngineer It! Design STEM: The Problem with a Tree, 218-219 Engineering Practices, Improve the Design, EM11
<b>Science and Engineering Practices</b>	
<b>Analyzing and Interpreting Data</b> Analyze data from tests of an object or tool to determine if it works as intended.	<b>SE/TE:</b> uEngineer It! Design STEM: The Problem with a Tree, 218-219 Engineering Practices, Improve the Design, EM11

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