

Main Criteria: National Theatre for Children

Secondary Criteria: South Carolina Standards & Learning, Next Generation Science Standards (NGSS)

Subject: Science

Grades: 3, 4, 5

National Theatre for Children

How electricity is made

Next Generation Science Standards (NGSS)

Science

Grade 4 - Adopted: 2013

STRAND	NGSS.4-PS.	PHYSICAL SCIENCE
TITLE	4-PS3.	Energy
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	4-PS3-2.	Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
STRAND	NGSS.4-ESS.	EARTH AND SPACE SCIENCE
TITLE	4-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	4-ESS3-1.	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

South Carolina Standards & Learning

Science

Grade 3 - Adopted: 2014

STANDARD / COURSE	SC.3.S.	SCIENCE AND ENGINEERING PRACTICES
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	3.S.1.	The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.
PERFORMANCE DESCRIPTOR / STANDARD	3.S.1A.	Conceptual Understanding: The practices of science and engineering support the development of science concepts, develop the habits of mind that are necessary for scientific thinking, and allow students to engage in science in ways that are similar to those used by scientists and engineers.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	3.S.1A.6.	Construct explanations of phenomena using (1) scientific evidence and models, (2) conclusions from scientific investigations, (3) predictions based on observations and measurements, or (4) data communicated in graphs, tables, or diagrams.
STANDARD / COURSE	SC.3.P.	PHYSICAL SCIENCE: ENERGY TRANSFER-ELECTRICITY AND MAGNETISM
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	3.P.3.	The student will demonstrate an understanding of how electricity transfers energy and how magnetism can result from electricity.
PERFORMANCE DESCRIPTOR / STANDARD	3.P.3B.	Conceptual Understanding: Magnets can exert forces on other magnets or magnetizable materials causing energy transfer between them, even when the objects are not touching. An electromagnet is produced when an electric current passes through a coil of wire wrapped around an iron core. Magnets and electromagnets have unique properties.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	3.P.3B.1.	Develop and use models to describe and compare the properties of magnets and electromagnets (including polarity, attraction, repulsion, and strength).
INDICATOR	3.P.3B.2.	Plan and conduct scientific investigations to determine the factors that affect the strength of an electromagnet.

STANDARD / COURSE	SC.3.E.	EARTH SCIENCE: EARTH'S MATERIALS AND PROCESSES
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	3.E.4.	The student will demonstrate an understanding of the composition of Earth and the processes that shape features of Earth's surface.
PERFORMANCE DESCRIPTOR / STANDARD	3.E.4A.	Conceptual Understanding: Earth is made of materials (including rocks, minerals, soil, and water) that have distinct properties. These materials provide resources for human activities.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	3.E.4A.3.	Obtain and communicate information to exemplify how humans obtain, use, and protect renewable and nonrenewable Earth resources.
STANDARD / COURSE	SC.3.E.	EARTH SCIENCE: EARTH'S MATERIALS AND PROCESSES
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	3.E.4.	The student will demonstrate an understanding of the composition of Earth and the processes that shape features of Earth's surface.
PERFORMANCE DESCRIPTOR / STANDARD	3.E.4B.	Conceptual Understanding: Earth's surface has changed over time by natural processes and by human activities. Humans can take steps to reduce the impact of these changes.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	3.E.4B.3.	Obtain and communicate information to explain how natural events (such as fires, landslides, earthquakes, volcanic eruptions, or floods) and human activities (such as farming, mining, or building) impact the environment.
INDICATOR	3.E.4B.4.	Define problems caused by a natural event or human activity and design devices or solutions to reduce the impact on the environment.

**South Carolina Standards & Learning
Science**

Grade 4 - Adopted: 2014

STANDARD / COURSE	SC.4.S.	SCIENCE AND ENGINEERING PRACTICES
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	4.S.1.	The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.
PERFORMANCE DESCRIPTOR / STANDARD	4.S.1A.	Conceptual Understanding: The practices of science and engineering support the development of science concepts, develop the habits of mind that are necessary for scientific thinking, and allow students to engage in science in ways that are similar to those used by scientists and engineers.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	4.S.1A.6.	Construct explanations of phenomena using (1) scientific evidence and models, (2) conclusions from scientific investigations, (3) predictions based on observations and measurements, or (4) data communicated in graphs, tables, or diagrams.

**South Carolina Standards & Learning
Science**

Grade 5 - Adopted: 2014

STANDARD / COURSE	SC.5.S.	SCIENCE AND ENGINEERING PRACTICES
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.S.1.	The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.
PERFORMANCE DESCRIPTOR / STANDARD	5.S.1A.	Conceptual Understanding: The practices of science and engineering support the development of science concepts, develop the habits of mind that are necessary for scientific thinking, and allow students to engage in science in ways that are similar to those used by scientists and engineers.
GRADE LEVEL		Students who demonstrate this understanding can:

EXAMPLE / STAGE		
INDICATOR	5.S.1A.6.	Construct explanations of phenomena using (1) scientific evidence and models, (2) conclusions from scientific investigations, (3) predictions based on observations and measurements, or (4) data communicated in graphs, tables, or diagrams.

How energy is used unwisely

Next Generation Science Standards (NGSS)

Science

Grade 4 - Adopted: 2013

STRAND	NGSS.4-PS.	PHYSICAL SCIENCE
TITLE	4-PS3.	Energy
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	4-PS3-2.	Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
STRAND	NGSS.4-ESS.	EARTH AND SPACE SCIENCE
TITLE	4-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	4-ESS3-1.	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

Next Generation Science Standards (NGSS)

Science

Grade 5 - Adopted: 2013

STRAND	NGSS.5-ESS.	EARTH AND SPACE SCIENCE
TITLE	5-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	5-ESS3-1.	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

South Carolina Standards & Learning

Science

Grade 3 - Adopted: 2014

STANDARD / COURSE	SC.3.E.	EARTH SCIENCE: EARTH'S MATERIALS AND PROCESSES
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	3.E.4.	The student will demonstrate an understanding of the composition of Earth and the processes that shape features of Earth's surface.
PERFORMANCE DESCRIPTOR / STANDARD	3.E.4A.	Conceptual Understanding: Earth is made of materials (including rocks, minerals, soil, and water) that have distinct properties. These materials provide resources for human activities.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	3.E.4A.3.	Obtain and communicate information to exemplify how humans obtain, use, and protect renewable and nonrenewable Earth resources.
STANDARD / COURSE	SC.3.E.	EARTH SCIENCE: EARTH'S MATERIALS AND PROCESSES
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	3.E.4.	The student will demonstrate an understanding of the composition of Earth and the processes that shape features of Earth's surface.
PERFORMANCE DESCRIPTOR / STANDARD	3.E.4B.	Conceptual Understanding: Earth's surface has changed over time by natural processes and by human activities. Humans can take steps to reduce the impact of these changes.
GRADE LEVEL EXAMPLE /		Students who demonstrate this understanding can:

STAGE		
INDICATOR	3.E.4B.3.	Obtain and communicate information to explain how natural events (such as fires, landslides, earthquakes, volcanic eruptions, or floods) and human activities (such as farming, mining, or building) impact the environment.
INDICATOR	3.E.4B.4.	Define problems caused by a natural event or human activity and design devices or solutions to reduce the impact on the environment.

**South Carolina Standards & Learning
Science**

Grade 5 - Adopted: 2014

STANDARD / COURSE	SC.5.E.	EARTH SCIENCE: CHANGES IN LANDFORMS AND OCEANS
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.E.3.	The student will demonstrate an understanding of how natural processes and human activities affect the features of Earth's landforms and oceans.
PERFORMANCE DESCRIPTOR / STANDARD	5.E.3B.	Conceptual Understanding: Earth's oceans and landforms can be affected by natural processes in various ways. Humans cannot eliminate natural hazards caused by these processes but can take steps to reduce their impacts. Human activities can affect the land and oceans in positive and negative ways.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	5.E.3B.3.	Construct scientific arguments to support claims that human activities (such as conservation efforts or pollution) affect the land and oceans of Earth.

How we use natural resources

**Next Generation Science Standards (NGSS)
Science**

Grade 4 - Adopted: 2013

STRAND	NGSS.4-ESS.	EARTH AND SPACE SCIENCE
TITLE	4-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	4-ESS3-1.	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

**South Carolina Standards & Learning
Science**

Grade 3 - Adopted: 2014

STANDARD / COURSE	SC.3.E.	EARTH SCIENCE: EARTH'S MATERIALS AND PROCESSES
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	3.E.4.	The student will demonstrate an understanding of the composition of Earth and the processes that shape features of Earth's surface.
PERFORMANCE DESCRIPTOR / STANDARD	3.E.4A.	Conceptual Understanding: Earth is made of materials (including rocks, minerals, soil, and water) that have distinct properties. These materials provide resources for human activities.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	3.E.4A.1.	Analyze and interpret data from observations and measurements to describe and compare different Earth materials (including rocks, minerals, and soil) and classify each type of material based on its distinct physical properties.
INDICATOR	3.E.4A.3.	Obtain and communicate information to exemplify how humans obtain, use, and protect renewable and nonrenewable Earth resources.
STANDARD / COURSE	SC.3.E.	EARTH SCIENCE: EARTH'S MATERIALS AND PROCESSES
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	3.E.4.	The student will demonstrate an understanding of the composition of Earth and the processes that shape features of Earth's surface.

QUESTION		
PERFORMANCE DESCRIPTOR / STANDARD	3.E.4B.	Conceptual Understanding: Earth's surface has changed over time by natural processes and by human activities. Humans can take steps to reduce the impact of these changes.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	3.E.4B.3.	Obtain and communicate information to explain how natural events (such as fires, landslides, earthquakes, volcanic eruptions, or floods) and human activities (such as farming, mining, or building) impact the environment.

The science of energy and technology

Next Generation Science Standards (NGSS)

Science

Grade 4 - Adopted: 2013

STRAND	NGSS.4-PS.	PHYSICAL SCIENCE
TITLE	4-PS3.	Energy
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	4-PS3-2.	Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
STRAND	NGSS.4-ESS.	EARTH AND SPACE SCIENCE
TITLE	4-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	4-ESS3-1.	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

South Carolina Standards & Learning

Science

Grade 3 - Adopted: 2014

STANDARD / COURSE	SC.3.E.	EARTH SCIENCE: EARTH'S MATERIALS AND PROCESSES
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	3.E.4.	The student will demonstrate an understanding of the composition of Earth and the processes that shape features of Earth's surface.
PERFORMANCE DESCRIPTOR / STANDARD	3.E.4A.	Conceptual Understanding: Earth is made of materials (including rocks, minerals, soil, and water) that have distinct properties. These materials provide resources for human activities.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	3.E.4A.3.	Obtain and communicate information to exemplify how humans obtain, use, and protect renewable and nonrenewable Earth resources.
STANDARD / COURSE	SC.3.E.	EARTH SCIENCE: EARTH'S MATERIALS AND PROCESSES
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	3.E.4.	The student will demonstrate an understanding of the composition of Earth and the processes that shape features of Earth's surface.
PERFORMANCE DESCRIPTOR / STANDARD	3.E.4B.	Conceptual Understanding: Earth's surface has changed over time by natural processes and by human activities. Humans can take steps to reduce the impact of these changes.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	3.E.4B.3.	Obtain and communicate information to explain how natural events (such as fires, landslides, earthquakes, volcanic eruptions, or floods) and human activities (such as farming, mining, or building) impact the environment.

The science of natural resources

Next Generation Science Standards (NGSS)

Science

Grade 4 - Adopted: 2013

STRAND	NGSS.4-ESS.	EARTH AND SPACE SCIENCE
TITLE	4-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	4-ESS3-1.	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

South Carolina Standards & Learning

Science

Grade 3 - Adopted: 2014

STANDARD / COURSE	SC.3.E.	EARTH SCIENCE: EARTH'S MATERIALS AND PROCESSES
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	3.E.4.	The student will demonstrate an understanding of the composition of Earth and the processes that shape features of Earth's surface.
PERFORMANCE DESCRIPTOR / STANDARD	3.E.4A.	Conceptual Understanding: Earth is made of materials (including rocks, minerals, soil, and water) that have distinct properties. These materials provide resources for human activities.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	3.E.4A.1.	Analyze and interpret data from observations and measurements to describe and compare different Earth materials (including rocks, minerals, and soil) and classify each type of material based on its distinct physical properties.
INDICATOR	3.E.4A.3.	Obtain and communicate information to exemplify how humans obtain, use, and protect renewable and nonrenewable Earth resources.

STANDARD / COURSE	SC.3.E.	EARTH SCIENCE: EARTH'S MATERIALS AND PROCESSES
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	3.E.4.	The student will demonstrate an understanding of the composition of Earth and the processes that shape features of Earth's surface.
PERFORMANCE DESCRIPTOR / STANDARD	3.E.4B.	Conceptual Understanding: Earth's surface has changed over time by natural processes and by human activities. Humans can take steps to reduce the impact of these changes.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	3.E.4B.3.	Obtain and communicate information to explain how natural events (such as fires, landslides, earthquakes, volcanic eruptions, or floods) and human activities (such as farming, mining, or building) impact the environment.

The uses of electricity

Next Generation Science Standards (NGSS)

Science

Grade 4 - Adopted: 2013

STRAND	NGSS.4-ESS.	EARTH AND SPACE SCIENCE
TITLE	4-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	4-ESS3-1.	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

Next Generation Science Standards (NGSS)

Science

Grade 5 - Adopted: 2013

STRAND	NGSS.5-ESS.	EARTH AND SPACE SCIENCE
TITLE	5-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	5-ESS3-1.	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

South Carolina Standards & Learning

Science

Grade 3 - Adopted: 2014

STANDARD / COURSE	SC.3.S.	SCIENCE AND ENGINEERING PRACTICES
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	3.S.1.	The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.
PERFORMANCE DESCRIPTOR / STANDARD	3.S.1A.	Conceptual Understanding: The practices of science and engineering support the development of science concepts, develop the habits of mind that are necessary for scientific thinking, and allow students to engage in science in ways that are similar to those used by scientists and engineers.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	3.S.1A.6.	Construct explanations of phenomena using (1) scientific evidence and models, (2) conclusions from scientific investigations, (3) predictions based on observations and measurements, or (4) data communicated in graphs, tables, or diagrams.

STANDARD / COURSE	SC.3.E.	EARTH SCIENCE: EARTH'S MATERIALS AND PROCESSES
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	3.E.4.	The student will demonstrate an understanding of the composition of Earth and the processes that shape features of Earth's surface.
PERFORMANCE DESCRIPTOR / STANDARD	3.E.4A.	Conceptual Understanding: Earth is made of materials (including rocks, minerals, soil, and water) that have distinct properties. These materials provide resources for human activities.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	3.E.4A.3.	Obtain and communicate information to exemplify how humans obtain, use, and protect renewable and nonrenewable Earth resources.

STANDARD / COURSE	SC.3.E.	EARTH SCIENCE: EARTH'S MATERIALS AND PROCESSES
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	3.E.4.	The student will demonstrate an understanding of the composition of Earth and the processes that shape features of Earth's surface.
PERFORMANCE DESCRIPTOR / STANDARD	3.E.4B.	Conceptual Understanding: Earth's surface has changed over time by natural processes and by human activities. Humans can take steps to reduce the impact of these changes.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	3.E.4B.3.	Obtain and communicate information to explain how natural events (such as fires, landslides, earthquakes, volcanic eruptions, or floods) and human activities (such as farming, mining, or building) impact the environment.
INDICATOR	3.E.4B.4.	Define problems caused by a natural event or human activity and design devices or solutions to reduce the impact on the environment.

South Carolina Standards & Learning

Science

Grade 4 - Adopted: 2014

STANDARD / COURSE	SC.4.S.	SCIENCE AND ENGINEERING PRACTICES
KNOWLEDGE AND SKILLS /	4.S.1.	The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.

ESSENTIAL QUESTION		
PERFORMANCE DESCRIPTOR / STANDARD	4.S.1A.	Conceptual Understanding: The practices of science and engineering support the development of science concepts, develop the habits of mind that are necessary for scientific thinking, and allow students to engage in science in ways that are similar to those used by scientists and engineers.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	4.S.1A.6.	Construct explanations of phenomena using (1) scientific evidence and models, (2) conclusions from scientific investigations, (3) predictions based on observations and measurements, or (4) data communicated in graphs, tables, or diagrams.

South Carolina Standards & Learning

Science

Grade 5 - Adopted: 2014

STANDARD / COURSE	SC.5.S.	SCIENCE AND ENGINEERING PRACTICES
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.S.1.	The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.
PERFORMANCE DESCRIPTOR / STANDARD	5.S.1A.	Conceptual Understanding: The practices of science and engineering support the development of science concepts, develop the habits of mind that are necessary for scientific thinking, and allow students to engage in science in ways that are similar to those used by scientists and engineers.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	5.S.1A.6.	Construct explanations of phenomena using (1) scientific evidence and models, (2) conclusions from scientific investigations, (3) predictions based on observations and measurements, or (4) data communicated in graphs, tables, or diagrams.

What YOU can do to conserve energy

Next Generation Science Standards (NGSS)

Science

Grade 4 - Adopted: 2013

STRAND	NGSS.4-ESS.	EARTH AND SPACE SCIENCE
TITLE	4-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	4-ESS3-1.	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

Next Generation Science Standards (NGSS)

Science

Grade 5 - Adopted: 2013

STRAND	NGSS.5-ESS.	EARTH AND SPACE SCIENCE
TITLE	5-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	5-ESS3-1.	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

South Carolina Standards & Learning

Science

Grade 3 - Adopted: 2014

STANDARD / COURSE	SC.3.E.	EARTH SCIENCE: EARTH'S MATERIALS AND PROCESSES
KNOWLEDGE AND SKILLS /	3.E.4.	The student will demonstrate an understanding of the composition of Earth and the processes that shape features of Earth's surface.

ESSENTIAL QUESTION		
PERFORMANCE DESCRIPTOR / STANDARD	3.E.4A.	Conceptual Understanding: Earth is made of materials (including rocks, minerals, soil, and water) that have distinct properties. These materials provide resources for human activities.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	3.E.4A.3.	Obtain and communicate information to exemplify how humans obtain, use, and protect renewable and nonrenewable Earth resources.
STANDARD / COURSE	SC.3.E.	EARTH SCIENCE: EARTH'S MATERIALS AND PROCESSES
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	3.E.4.	The student will demonstrate an understanding of the composition of Earth and the processes that shape features of Earth's surface.
PERFORMANCE DESCRIPTOR / STANDARD	3.E.4B.	Conceptual Understanding: Earth's surface has changed over time by natural processes and by human activities. Humans can take steps to reduce the impact of these changes.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	3.E.4B.3.	Obtain and communicate information to explain how natural events (such as fires, landslides, earthquakes, volcanic eruptions, or floods) and human activities (such as farming, mining, or building) impact the environment.
INDICATOR	3.E.4B.4.	Define problems caused by a natural event or human activity and design devices or solutions to reduce the impact on the environment.

**South Carolina Standards & Learning
Science**

Grade 5 - Adopted: 2014

STANDARD / COURSE	SC.5.E.	EARTH SCIENCE: CHANGES IN LANDFORMS AND OCEANS
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.E.3.	The student will demonstrate an understanding of how natural processes and human activities affect the features of Earth's landforms and oceans.
PERFORMANCE DESCRIPTOR / STANDARD	5.E.3B.	Conceptual Understanding: Earth's oceans and landforms can be affected by natural processes in various ways. Humans cannot eliminate natural hazards caused by these processes but can take steps to reduce their impacts. Human activities can affect the land and oceans in positive and negative ways.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	5.E.3B.3.	Construct scientific arguments to support claims that human activities (such as conservation efforts or pollution) affect the land and oceans of Earth.

What are energy and electricity

Next Generation Science Standards (NGSS)

Science

Grade 4 - Adopted: 2013

STRAND	NGSS.4-PS.	PHYSICAL SCIENCE
TITLE	4-PS3.	Energy
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	4-PS3-2.	Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

What are energy resources

Next Generation Science Standards (NGSS)

Science

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STRAND	NGSS.4-PS.	PHYSICAL SCIENCE
TITLE	4-PS3.	Energy
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	4-PS3-2.	Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
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TITLE	4-ESS3.	Earth and Human Activity
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South Carolina Standards & Learning

Science

Grade 3 - Adopted: 2014

STANDARD / COURSE	SC.3.E.	EARTH SCIENCE: EARTH'S MATERIALS AND PROCESSES
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	3.E.4.	The student will demonstrate an understanding of the composition of Earth and the processes that shape features of Earth's surface.
PERFORMANCE DESCRIPTOR / STANDARD	3.E.4A.	Conceptual Understanding: Earth is made of materials (including rocks, minerals, soil, and water) that have distinct properties. These materials provide resources for human activities.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	3.E.4A.1.	Analyze and interpret data from observations and measurements to describe and compare different Earth materials (including rocks, minerals, and soil) and classify each type of material based on its distinct physical properties.
INDICATOR	3.E.4A.3.	Obtain and communicate information to exemplify how humans obtain, use, and protect renewable and nonrenewable Earth resources.
STANDARD / COURSE	SC.3.E.	EARTH SCIENCE: EARTH'S MATERIALS AND PROCESSES
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INDICATOR	3.E.4B.3.	Obtain and communicate information to explain how natural events (such as fires, landslides, earthquakes, volcanic eruptions, or floods) and human activities (such as farming, mining, or building) impact the environment.
INDICATOR	3.E.4B.4.	Define problems caused by a natural event or human activity and design devices or solutions to reduce the impact on the environment.

What is and how to be Energy Efficient

Next Generation Science Standards (NGSS)

Science

Grade 4 - Adopted: 2013

STRAND	NGSS.4-PS.	PHYSICAL SCIENCE
TITLE	4-PS3.	Energy
		Students who demonstrate understanding can:
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TITLE	5-ESS3.	Earth and Human Activity
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PERFORMANCE EXPECTATION	5-ESS3-1.	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

South Carolina Standards & Learning

Science

Grade 3 - Adopted: 2014

STANDARD / COURSE	SC.3.E.	EARTH SCIENCE: EARTH'S MATERIALS AND PROCESSES
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	3.E.4.	The student will demonstrate an understanding of the composition of Earth and the processes that shape features of Earth's surface.
PERFORMANCE DESCRIPTOR / STANDARD	3.E.4A.	Conceptual Understanding: Earth is made of materials (including rocks, minerals, soil, and water) that have distinct properties. These materials provide resources for human activities.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	3.E.4A.3.	Obtain and communicate information to exemplify how humans obtain, use, and protect renewable and nonrenewable Earth resources.

STANDARD / COURSE	SC.3.E.	EARTH SCIENCE: EARTH'S MATERIALS AND PROCESSES
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	3.E.4.	The student will demonstrate an understanding of the composition of Earth and the processes that shape features of Earth's surface.
PERFORMANCE DESCRIPTOR / STANDARD	3.E.4B.	Conceptual Understanding: Earth's surface has changed over time by natural processes and by human activities. Humans can take steps to reduce the impact of these changes.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	3.E.4B.4.	Define problems caused by a natural event or human activity and design devices or solutions to reduce the impact on the environment.

South Carolina Standards & Learning

Science

Grade 5 - Adopted: 2014

STANDARD / COURSE	SC.5.E.	EARTH SCIENCE: CHANGES IN LANDFORMS AND OCEANS
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.E.3.	The student will demonstrate an understanding of how natural processes and human activities affect the features of Earth's landforms and oceans.
PERFORMANCE DESCRIPTOR / STANDARD	5.E.3B.	Conceptual Understanding: Earth's oceans and landforms can be affected by natural processes in various ways. Humans cannot eliminate natural hazards caused by these processes but can take steps to reduce their impacts. Human activities can affect the land and oceans in positive and negative ways.
GRADE LEVEL		Students who demonstrate this understanding can:

EXAMPLE / STAGE		
INDICATOR	5.E.3B.3.	Construct scientific arguments to support claims that human activities (such as conservation efforts or pollution) affect the land and oceans of Earth.

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