SOUTH CAROLINA'S VISION FOR SCIENCE EDUCATION

Beginning in Kindergarten and extending each year through 12th grade, all students will experience a coherent K-12 progression of authentic and relevant learning experiences where they actively engage in science and engineering practices and apply crosscutting concepts to deepen their understanding of each field's disciplinary core ideas.

South Carolina students will build readiness for college, career, and lifelong learning through the integration of the three dimensions into standards, curriculum, instruction, and local and state assessment, and through the domains of the natural sciences (Physical Science [PS], Life Science [LS], and Earth and Space Science [ESS]), engineering, and technology.

South Carolina students will be prepared to:

- carefully consume scientific and technological information related to their everyday lives,
- engage in public discussions on science-related issues,
- be a civic-minded decision-maker,
- appreciate the beauty and wonder of science,
- make sense of everyday phenomena, and
- identify creative solutions to local, national, and global problems.

Academic Standards

The *South Carolina College- and Career-Ready Science Standards 2023* are three-dimensional Performance Expectations (PEs) that include a Science and Engineering Practice (SEP), Disciplinary Core Ideas (DCIs), and a Crosscutting Concept (CCC).

- **Performance Expectation (PE):** The standard that represents the three-dimensional end-of-instruction goal aligned to what students should know, understand, and be able to perform to show proficiency in science and engineering. Each PE contains one SEP and one CCC to be assessable; however, other SEPs and CCCs should be applied by students to support their progress leading up to the end of instruction.

Science Dimensions Overview

South Carolina science students engage in thinking and solving problems the way scientists and engineers do to help them better see how science is relevant to their lives. To capitalize on the natural curiosity all students have about the world around them, learning experiences are built around the three dimensions of science: Science and Engineering Practices (SEPs), Crosscutting Concepts (CCCs), and Disciplinary Core Ideas (DCIs). This three-dimensional approach to teaching and learning helps educators provide meaningful learning experiences that offer varied entry points for students.

**Note: Course sequencing for high school science courses is determined by the school district.