

**A Correlation of**  
**Elevate Science Modules**  
**Grades 6-8 ©2019**



To the

**Arkansas**

**2015 Science Standards**

**Grade 6**

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**Introduction**

The following document demonstrates how the ***Elevate Science Middle Grades Modules ©2019*** program supports Arkansas 2015 Science Standards for Grades 6-8. Correlation references include the Student Edition, Teacher Edition, and online Realize™ digital resources.

Savvas Learning Company is proud to introduce ***Elevate Science Modules*** for Middle Grades – where exploration is the heart of science! Designed to address the rigors of new science standards, students will experience science up close and personal, using real-world, relevant phenomena to solve project-based problems. Our newest program 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 arguments. The blended print and digital curriculum covers all Next Generation Science Standards at every grade level.

***Elevate Science*** helps teachers transform learning, promote innovation, and manage their classroom.

**Transform** science classrooms by immersing students in active, three-dimensional learning. ***Elevate Science*** engages students with real-world phenomena, open-ended Quests, uDemonstrate performance-based tasks, and in the engineering/design process with uEngineer It! investigations.

- A new 3-D learning model enhances best practices.
- Engineering-focused features infuse STEM learning.
- Phenomena-based activities put students at the heart of a Quest for knowledge.

**Innovate** learning by focusing on 21st century skills.

Students are encouraged to think, collaborate, and innovate! With ***Elevate Science***, students explore STEM careers, experience engineering activities, and discover our scientific and technological world. The content, strategies, and resources of ***Elevate Science*** equip the science classroom for scientific inquiry and science and engineering practices.

- Problem-based learning Quests put students on a journey of discovery.
- STEM connections help integrate curriculum.
- Coding and innovation engage students and build 21st century skills.

**Manage** the classroom with confidence.

Teachers will lead their class in asking questions and engaging in argumentation. Evidence-based assessments provide new options for monitoring student understanding.

- Professional development offers practical point-of-use support.
- Embedded standards in the program allow for easy integration.
- ELL and differentiated instruction strategies help instructors reach every learner.
- Interdisciplinary connections relate science to other subjects.

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>Energy</b>	
<b>Performance Expectations 6-PS3-3:</b> Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.	<p><b>Energy Transfer SE/TE:</b> Quest Kickoff, 52-53 uDemonstrate Lab, 84-87</p> <p><b>Realize™ Digital Resources:</b> <b>Energy Transfer: Thermal Energy</b> &gt;Topic Launch: Thermal Energy&gt;Quest Kickoff: Keep Hot Liquids Hot &gt;Lesson 2: Heat Transfer&gt;Interactivity: Solar Oven Design;&gt;Worksheet: Solar Oven Design;&gt;Quest Check-In Interactivity: Contain the Heat &gt;Lesson 3: Heat and Materials&gt;Quest Check-In Lab: Keep the Heat In;&gt;Quest Check-In Lab: Keep the Cold Out</p>
<b>Disciplinary Core Ideas</b>	
PS3.A: Definitions of Energy	
<ul style="list-style-type: none"> <li>Temperature is a measure of the average kinetic energy of particles of matter. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present.</li> </ul>	<p><b>Energy Transfer SE/TE:</b> Temperature And Its Measurement, 56 How Thermal Energy and Temperature Are Related, 59</p>
PS3.B: Conservation of Energy and Energy Transfer	
<ul style="list-style-type: none"> <li>Energy is spontaneously transferred out of hotter regions or objects and into colder ones.</li> </ul>	<p><b>Energy Transfer SE/TE:</b> Thermal Energy and Heat, 55</p>
ETS1.A: Defining and Delimiting an Engineering Problem	
<ul style="list-style-type: none"> <li>The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that is likely to limit possible solutions.(secondary)</li> </ul>	<p><b>Energy Transfer SE/TE:</b> Define the Problem, 96-97</p> <p><b>Realize™ Digital Resources:</b> <b>Energy Transfer: Thermal Energy</b> &gt;Lesson 2: Heat Transfer&gt;Interactivity: Solar Oven Design;&gt;Worksheet: Solar Oven Design &gt;Lesson 3: Heat and Materials&gt;Quest Check-In Lab: Keep the Heat In</p>
ETS1.B: Developing Possible Solutions	
<ul style="list-style-type: none"> <li>A solution needs to be tested, and then modified on the basis of the test results in order to improve it. There are systematic processes for evaluating solutions with respect to how well they meet criteria and constraints of a problem. (secondary)</li> </ul>	<p><b>Energy Transfer SE/TE:</b> Test and Evaluate a Solution, 98</p> <p><b>Realize™ Digital Resources:</b> <b>Energy Transfer: Thermal Energy</b> &gt;Lesson 2: Heat Transfer&gt;Interactivity: Solar Oven Design;&gt;Worksheet: Solar Oven Design &gt;Lesson 3: Heat and Materials&gt;Quest Check-In Lab: Keep the Cold Out</p>

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<b>Science and Engineering Practices</b>	
Constructing Explanations and Designing Solutions	
<ul style="list-style-type: none"> <li>Apply scientific ideas or principles to design, construct, and test a design of an object, tool, process or system.</li> </ul>	<p><b>Energy Transfer SE/TE:</b> uDemonstrate Lab, 84-87</p> <p><b>Realize™ Digital Resources:</b>  <b>Energy Transfer: Thermal Energy</b>            &gt;Lesson 2: Heat Transfer&gt;Interactivity: Solar Oven Design;&gt;Worksheet: Solar Oven Design;&gt;Quest Check-In Interactivity: Contain the Heat            &gt;Lesson 3: Heat and Materials&gt;Quest Check-In Lab: Keep the Heat In;&gt;Quest Check-In Lab: Keep the Cold Out</p>
<b>Crosscutting Concepts</b>	
Energy and Matter	
<ul style="list-style-type: none"> <li>The transfer of energy can be tracked as energy flows through a designed or natural system.</li> </ul>	<p><b>Energy Transfer SE/TE:</b> uDemonstrate Lab, 84-87</p>
<p><b>Performance Expectation 6-PS3-4:</b> Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.</p>	<p><b>Energy Transfer SE/TE:</b>            Thermal Energy and Heat, 55            Temperature and Its Measurement, 56            How Thermal Energy and Temperature Are Related, 57-59            Thermal Properties of Materials, 73-75            Math Toolbox, 74            Topic 2 Evidence-Based Assessment, 82-83            uDemonstrate Lab, 84-87</p> <p><b>Realize™ Digital Resources:</b>  <b>Energy Transfer: Thermal Energy</b>            &gt;Lesson 1: Thermal Energy, Heat, and Temperature&gt;uInvestigate Lab: Temperature and Thermal Energy            &gt;Lesson 3: Heat and Materials&gt;uInvestigate Lab: Comparing How Liquids Cool</p>
<b>Disciplinary Core Ideas</b>	
PS3.A: Definitions of Energy	
<ul style="list-style-type: none"> <li>Temperature is a measure of the average kinetic energy of particles of matter. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present.</li> </ul>	<p><b>Energy Transfer SE/TE:</b>            Temperature and Its Measurement, 56            How Thermal Energy and Temperature Are Related, 57-59</p>

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<b>PS3.B: Conservation of Energy and Energy Transfer</b>	
<ul style="list-style-type: none"> <li>The amount of energy transfer needed to change the temperature of a matter sample by a given amount depends on the nature of the matter, the size of the sample, and the environment.</li> </ul>	<b>Energy Transfer SE/TE:</b> Changes in Temperature, 59 Specific Heat, 74
<b>Science and Engineering Practices</b>	
<ul style="list-style-type: none"> <li>Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.</li> </ul>	<b>Energy Transfer SE/TE:</b> uDemonstrate Lab, 84-87  <b>Realize™ Digital Resources:</b> <b>Energy Transfer: Thermal Energy</b> >Lesson 1: Thermal Energy, Heat, and Temperature>uInvestigate Lab: Temperature and Thermal Energy >Lesson 3: Heat and Materials>uInvestigate Lab: Comparing How Liquids Cool
<b>Connections to Nature of Science</b>	
<b>Scientific Knowledge is Based on Empirical Evidence</b>	
<ul style="list-style-type: none"> <li>Science knowledge is based upon logical and conceptual connections between evidence and explanations</li> </ul>	<b>Energy Transfer SE/TE:</b> Reading Check, 59 Lesson 1 Check, #5, 60 Plan It!, 78  <b>Realize™ Digital Resources:</b> <b>Energy Transfer: Thermal Energy</b> >Lesson 1: Thermal Energy, Heat, and Temperature>uInvestigate Lab: Temperature and Thermal Energy >Lesson 3: Heat and Materials>uInvestigate Lab: Comparing How Liquids Cool
<b>Crosscutting Concepts</b>	
<b>Scale, Proportion, and Quantity</b>	
<ul style="list-style-type: none"> <li>Proportional relationships (e.g. speed as the ratio of distance traveled to time taken) among different types of quantities provide information about the magnitude of properties and processes.</li> </ul>	<b>Energy Transfer SE/TE:</b> Math Toolbox, 74  <b>Realize™ Digital Resources:</b> <b>Energy Transfer: Thermal Energy</b> >Lesson 1: Thermal Energy, Heat, and Temperature>uInvestigate Lab: Temperature and Thermal Energy >Lesson 3: Heat and Materials>uInvestigate Lab: Comparing How Liquids Cool

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<p><b>Performance Expectation 6-PS3-5:</b> Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.</p>	<p><b>Energy Transfer SE/TE:</b> Energy Changes Form, 33-35 Energy Changes and the Law of Conservation, 36-38 Topic 1 Evidence-Based Assessment, 44-45 uDemonstrate Lab, 46-49 Temperature, Energy, and Friction, 76</p> <p><b>Realize™ Digital Resources:</b> <b>Energy Transfer: Energy</b> &gt;Lesson 4: Energy Change and Conservation&gt;uInvestigate Lab: Law of Conservation of Energy;&gt;Interactivity: Take It to the Extreme;&gt;Quest Check-In Lab: Redesign and Retest a Chain-Reaction Machine</p>
<b>Disciplinary Core Ideas</b>	
PS3.B: Conservation of Energy and Energy Transfer	
<ul style="list-style-type: none"> <li>When the motion energy of an object changes, there is inevitably some other change in energy at the same time.</li> </ul>	<p><b>Energy Transfer SE/TE:</b> Energy Changes Form, 33-35 Energy Changes and the Law of Conservation, 36-38 Lesson 4 Check, #4, 39 Temperature, Energy, and Friction, 76</p>
<b>Science and Engineering Practices</b>	
Engaging in Argument from Evidence	
<ul style="list-style-type: none"> <li>Construct, use, and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon.</li> </ul>	<p><b>Energy Transfer SE/TE:</b> uDemonstrate Lab, 46-49</p> <p><b>Realize™ Digital Resources:</b> <b>Energy Transfer: Energy</b> &gt;Lesson 4: Energy Change and Conservation&gt;uInvestigate Lab: Law of Conservation of Energy;&gt;Interactivity: Take It to the Extreme;&gt;Quest Check-In Lab: Redesign and Retest a Chain-Reaction Machine</p>
Connections to Nature of Science	
Scientific Knowledge is Based on Empirical Evidence	
<ul style="list-style-type: none"> <li>Science knowledge is based upon logical and conceptual connections between evidence and explanations</li> </ul>	<p><b>Energy Transfer SE/TE:</b> uDemonstrate Lab, 46-49</p> <p><b>Realize™ Digital Resources:</b> <b>Energy Transfer: Energy</b> &gt;Lesson 4: Energy Change and Conservation&gt;uInvestigate Lab: Law of Conservation of Energy;&gt;Quest Check-In Lab: Redesign and Retest a Chain-Reaction Machine</p>

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<b>Crosscutting Concepts</b>	
Energy and Matter	
<ul style="list-style-type: none"> <li>• Energy may take different forms (e.g. energy in fields, thermal energy, energy of motion).</li> </ul>	<p><b>Energy Transfer SE/TE:</b> Determining Mechanical Energy, 23 More Forms of Energy, 24-27 Kinetic and Potential Energy, 34</p>
<b>Structure, Function, and Information Processing</b>	
<p><b>Performance Expectation 6-LS1-1:</b> Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.</p>	<p><b>Systems, Reproduction, and Growth SE/TE:</b> Characteristics of Living Things, 5-7 Microorganisms, 27 Bacteria, 30-32 Protists, 33 Fungi, 34-35 Form and Function, 39 Characteristics of Plants, 40-43 Characteristics of Animals, 44-47 Topic 1 Evidence-Based Assessment, 52-53 uDemonstrate Lab, 54-57 Cells, 63 Principles of Cell Theory, 66 Plan It!, 67</p> <p><b>Realize™ Digital Resources:</b> <b>Systems, Reproduction, and Growth: Living Things in the Biosphere</b> &gt;Lesson 1: Living Things&gt;uInvestigate Lab: Cheek Cells &gt;Lesson 3: Viruses, Bacteria, Protists, and Fungi&gt;uInvestigate Lab: Life in a Drop of Pond Water &gt;Lesson 4: Plants and Animals&gt;Interactivity: Different Cells, Different Jobs;&gt;uInvestigate Lab: Algae and Plants</p> <p><b>Systems, Reproduction, and Growth: The Cell System</b> &gt;Lesson 1: Structure and Functions of Cells&gt;Virtual Lab: Living or Not?;&gt;uInvestigate Lab: Observing Cells</p>



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<b>Disciplinary Core Ideas</b>	
LS1.A: Structure and Function	
<ul style="list-style-type: none"> <li>All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular).</li> </ul>	<p><b>Systems, Reproduction, and Growth SE/TE:</b>            Characteristics of Living Things, 5-7            Microorganisms, 27            Bacteria, 30-32            Protists, 33            Fungi, 34-35            Form and Function, 39            Characteristics of Plants, 40-43            Characteristics of Animals, 44-47            Principles of Cell Theory, 66</p> <p><b>Realize™ Digital Resources:</b>  <b>Systems, Reproduction, and Growth: Living Things in the Biosphere</b>            &gt;Lesson 1: Living Things&gt;uInvestigate Lab: Cheek Cells            &gt;Lesson 3: Viruses, Bacteria, Protists, and Fungi&gt;uInvestigate Lab: Life in a Drop of Pond Water            &gt;Lesson 4: Plants and Animals&gt;uInvestigate Lab: Algae and Plants  <b>Systems, Reproduction, and Growth: The Cell System</b>            &gt;Lesson 1: Structure and Functions of Cells&gt;uInvestigate Lab: Observing Cells</p>
<b>Science and Engineering Practices</b>	
Planning and Carrying Out Investigations	
<ul style="list-style-type: none"> <li>Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.</li> </ul>	<p><b>Realize™ Digital Resources:</b>  <b>Systems, Reproduction, and Growth: Living Things in the Biosphere</b>            &gt;Lesson 1: Living Things&gt;uInvestigate Lab: Cheek Cells            &gt;Lesson 3: Viruses, Bacteria, Protists, and Fungi&gt;uInvestigate Lab: Life in a Drop of Pond Water            &gt;Lesson 4: Plants and Animals&gt;uInvestigate Lab: Algae and Plants</p>
<b>Crosscutting Concepts</b>	
Scale, Proportion, and Quantity	
<ul style="list-style-type: none"> <li>Phenomena that can be observed at one scale may not be observable at another scale.</li> </ul>	<p><b>Systems, Reproduction, and Growth SE/TE:</b>            Microscopes, 67-69</p> <p><b>Realize™ Digital Resources:</b>  <b>Systems, Reproduction, and Growth: Living Things in the Biosphere</b>            &gt;Lesson 4: Plants and Animals&gt;uInvestigate Lab: Algae and Plants</p>

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<b>Connections to Engineering, Technology and Applications of Science</b>	
<ul style="list-style-type: none"> <li>Interdependence of Science, Engineering, and Technology Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems.</li> </ul>	<p><b>Systems, Reproduction, and Growth SE/TE:</b> Life Produces More Life, 8-9 Cell Theory, 64-68 Extraordinary Science, 71</p>
<p><b>Performance Expectation 6-LS1-2:</b> Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.</p>	<p><b>Systems, Reproduction, and Growth SE/TE:</b> Quest Kickoff, 60-61 Parts of a Cell, 73-78 Students Discourse, 77 Model It!, 77 Cells Working Together, 79-80 Lesson 2 Check, #1, 81 Quest Check-In, 81 Moving Materials Into and Out of Cells, 83-88 Model It!, 89 Topic 2 Evidence-Based Assessment, 104-105</p> <p><b>Realize™ Digital Resources:</b> <b>Systems, Reproduction, and Growth: The Cell System</b> &gt;Topic Launch: The Cell System&gt;Quest Kickoff: Cells on Display &gt;Lesson 2: Cell Structures&gt;Quest Check-In Lab: Make a Cell Model &gt;Lesson 3: Obtaining and Removing Materials&gt;Investigate Lab: Egg-speriment with a Cell</p>
<b>Disciplinary Core Ideas</b>	
LS1.A: Structure and Function	
<ul style="list-style-type: none"> <li>Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell.</li> </ul>	<p><b>Systems, Reproduction, and Growth SE/TE:</b> Parts of a Cell, 73-78 Specialized Cells, 79 Lesson 2 Check, #1, 81 Moving Materials Into and Out of Cells, 83-88 Topic 2 Evidence-Based Assessment, 104-105</p> <p><b>Realize™ Digital Resources:</b> <b>Systems, Reproduction, and Growth: The Cell System</b> &gt;Lesson 2: Cell Structures&gt;Interactivity: Build a Cell;&gt;Worksheet: Build a Cell &gt;Lesson 3: Obtaining and Removing Materials&gt;Interactivity: Cell Transport</p>

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<b>Science and Engineering Practices</b>	
Developing and Using Models	
<ul style="list-style-type: none"> <li>Develop and use a model to describe phenomena.</li> </ul>	<p><b>Systems, Reproduction, and Growth SE/TE:</b> Plant and Animal Cell Differences, 74 Model It!, 77 Quest Check-In, 81 A Selective Barrier, 84 Model It!, 86 Model It!, 89 Topic 2 Evidence-Based Assessment, #1, 104-105</p> <p><b>Realize™ Digital Resources:</b> <b>Systems, Reproduction, and Growth: The Cell System</b> &gt;Lesson 2: Cell Structures&gt;Quest Check-In Lab: Make a Cell Model &gt;Lesson 3: Obtaining and Removing Materials&gt;Investigate Lab: Egg-speriment with a Cell</p>
<b>Crosscutting Concepts</b>	
Structure and Function	
<ul style="list-style-type: none"> <li>Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function.</li> </ul>	<p><b>Systems, Reproduction, and Growth SE/TE:</b> Student Discourse, 77 Lesson 2 Check, #4, 81 Large Molecules Move Into and Out of Cells, 88 Quest Check-In, 90</p> <p><b>Realize™ Digital Resources:</b> <b>Systems, Reproduction, and Growth: The Cell System</b> &gt;Lesson 2: Cell Structures&gt;Interactivity: Structure Function Junction;&gt;Interactivity: Build a Cell;&gt;Worksheet: Build a Cell;&gt;Interactivity: Specialized Cells &gt;Lesson 3: Obtaining and Removing Materials&gt;Investigate Lab: Egg-speriment with a Cell</p>

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<p><b>Performance Expectation 6-LS1-3:</b> Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.</p>	<p><b>Systems, Reproduction, and Growth SE/TE:</b>            Organization of the Body, 115            Reading Check, 115            Levels of Organization, 116-117            Human Organ Systems, 118-121            Lesson 1 Check, #8, 122            Systems Working Together, 125-128            Lesson 2 Check, #5, 133            The Lower Digestive System, 142-145            Reading Check, 145            The Circulatory System, 149-153            Respiratory System, 154-155            Lesson 4 Check, #3, 159            Topic 3 Evidence-Based Assessment, 172-173            uDemonstrate Lab, 174-177</p> <p><b>Realize™ Digital Resources:</b>  <b>Systems, Reproduction, and Growth: Human Body Systems</b>            &gt;Topic Launch: Human Body Systems&gt;uConnect Lab: How Is Your Body Organized?            &gt;Lesson 4: Managing Materials&gt;uInvestigate Lab: Body Systems Working Together</p>
<p><b>Disciplinary Core Ideas</b></p>	
<p>LS1.A: Structure and Function</p>	
<p>• In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions.</p>	<p><b>Systems, Reproduction, and Growth SE/TE:</b>            Cells Make Up an Organism, 80            Organization of the Body, 115            Levels of Organization, 116-117            Human Organ Systems, 118-121            Systems Working Together, 125-128            Interacting Systems, 129            The Lower Digestive System, 142-145            The Circulatory System, 149-153            Respiratory System, 154-155            Excretory System, 156-157            Topic 3 Evidence-Based Assessment, 172-173</p> <p><b>Realize™ Digital Resources:</b>  <b>Systems, Reproduction, and Growth: Human Body Systems</b>            &gt;Lesson 2: Systems Interacting&gt;uInvestigate Lab: Parts Working Together</p>

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<b>Science and Engineering Practices</b>	
<ul style="list-style-type: none"> <li>• Use an oral and written argument supported by evidence to support or refute an explanation or a model for a phenomenon.</li> </ul>	<p><b>Systems, Reproduction, and Growth SE/TE:</b> Lesson 1 Check, #8, 122 Reading Check, 145 Topic 3 Evidence-Based Assessment, #5, 172-173</p> <p><b>Realize™ Digital Resources:</b> <b>Systems, Reproduction, and Growth: Human Body Systems</b> &gt;Topic Launch: Human Body Systems&gt;uConnect Lab: How Is Your Body Organized? &gt;Lesson 4: Managing Materials&gt;uInvestigate Lab: Body Systems Working Together</p>
<b>Crosscutting Concepts</b>	
Systems and System Models	
<ul style="list-style-type: none"> <li>• Systems may interact with other systems; they may have sub-systems and be a part of larger complex systems.</li> </ul>	<p><b>Systems, Reproduction, and Growth SE/TE:</b> Organ Systems in the Human Body, 120 Lesson 1 Check, #3, 122 Interacting Systems, 129 Lesson 2 Check, #5, #6, 133 Human Digestive System, 145 Literacy Connection, 153 Systems Work Together, 154 Lesson 4 Check, #3, #4, 159 Quest Check-In, 159 Topic 3 Evidence-Based Assessment, #4, 172-173 uDemonstrate Lab, 174-177</p> <p><b>Realize™ Digital Resources:</b> <b>Systems, Reproduction, and Growth: Human Body Systems</b> &gt;Topic Launch: Human Body Systems&gt;uConnect Lab: How Is Your Body Organized? &gt;Lesson 1: Body Organization&gt;Interactivity: Interacting Systems &gt;Lesson 4: Managing Materials&gt;uInvestigate Lab: Body Systems Working Together</p>
Connections to Nature of Science	
Science is a Human Endeavor	
<ul style="list-style-type: none"> <li>• Scientists and engineers are guided by habits of mind such as intellectual honesty, tolerance of ambiguity, skepticism, and openness to new ideas.</li> </ul>	<p><b>Systems, Reproduction, and Growth SE/TE:</b> uEngineer It!, 123 Careers: Nutritionist, 147</p>

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<p><b>Performance Expectation 6-LS1-8:</b> Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.</p>	<p><b>Systems, Reproduction, and Growth SE/TE:</b> Stimulus and Response, 127 Connect It!, 160 Reflect, 161 Nervous System, 161-165 Model It!, 165 Lesson 5 Check, #3, 169 Topic 3 Review and Assess, #16, 170-171 uDemonstrate Lab, 174-177</p> <p><b>Realize™ Digital Resources:</b> <b>Systems, Reproduction, and Growth: Human Body Systems</b> &gt;Lesson 5: Controlling Processes&gt;uInvestigate Lab: What Are the Parts of the Nervous System?;&gt;Enrichment: Polygraph Tests</p>
<b>Disciplinary Core Ideas</b>	
LS1.D: Information Processing	
<ul style="list-style-type: none"> <li>• Each sense receptor responds to different inputs (electromagnetic, mechanical, chemical), transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behaviors or memories.</li> </ul>	<p><b>Systems, Reproduction, and Growth SE/TE:</b> Nervous System, 161-165 Model It!, 165 Lesson 5 Check, #3, 169 Topic 3 Review and Assess, #16, 170-171 uDemonstrate Lab, 174-177</p>
<b>Science and Engineering Practices</b>	
<ul style="list-style-type: none"> <li>• Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence.</li> </ul>	<p><b>Systems, Reproduction, and Growth SE/TE:</b> Reflect, 161 Quest Check-In, 169</p> <p><b>Realize™ Digital Resources:</b> <b>Systems, Reproduction, and Growth: Human Body Systems</b> &gt;Lesson 5: Controlling Processes&gt;Enrichment: Polygraph Tests</p>

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<b>Crosscutting Concepts</b>	
Cause and Effect	
<ul style="list-style-type: none"> <li>• Cause and effect relationships may be used to predict phenomena in natural systems.</li> </ul>	<p><b>Systems, Reproduction, and Growth SE/TE:</b> Connect It!, 160 Parts of the Nervous System, 163 Lesson 5 Check, #3, 169 uDemonstrate Lab, 174-177</p> <p><b>Realize™ Digital Resources:</b> <b>Systems, Reproduction, and Growth: Human Body Systems</b> &gt;Lesson 5: Controlling Processes&gt;Inquiry Warm-Up Lab: How Does Your Knee React?;&gt;uInvestigate Lab: What Are the Parts of the Nervous System?</p>
<b>Growth, Development, and Reproduction of Organisms</b>	
<p><b>Performance Expectation 6-LS1-4:</b> Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.</p>	<p><b>Systems, Reproduction, and Growth SE/TE:</b> The Essential Question, 179 Plant Reproduction, 193 Plant Life Cycles, 194-195 Structures for Reproduction, 196-199 Lesson 2 Check, #2, 200 Animal Behavior, 203-205 Reproductive Strategies, 206-209 Lesson 3 Check, #3, 210 Topic 4 Review and Assess, 224-225 Topic 4 Evidence-Based Assessment, 226-227</p> <p><b>Realize™ Digital Resources:</b> <b>Systems, Reproduction, and Growth: Reproduction and Growth</b> &gt;Topic Launch: Reproduction and Growth&gt;uConnect Lab: To Care or Not to Care &gt;Lesson 2: Plant Structures for Reproduction&gt;uInvestigate Lab: Modeling Flowers &gt;Lesson 3: Animal Behaviors for Reproduction&gt;Interactivity: They're Acting Like Animals;&gt;uInvestigate Lab: Animal Behaviors for Reproduction</p>

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<b>Disciplinary Core Ideas</b>	
LS1.B: Growth and Development of Organisms	
<ul style="list-style-type: none"> <li>Animals engage in characteristic behaviors that increase the odds of reproduction.</li> </ul>	<p><b>Systems, Reproduction, and Growth SE/TE:</b> Animal Behavior, 203-205 Reproductive Strategies, 206-209 Lesson 3 Check, #2, 210</p> <p><b>Realize™ Digital Resources:</b> <b>Systems, Reproduction, and Growth:</b> <b>Reproduction and Growth</b> &gt;Lesson 3: Animal Behaviors for Reproduction&gt;Interactivity: They're Acting Like Animals;&gt;Investigate Lab: Animal Behaviors for Reproduction</p>
<ul style="list-style-type: none"> <li>Plants reproduce in a variety of ways, sometimes depending on animal behavior and specialized features for reproduction.</li> </ul>	<p><b>Systems, Reproduction, and Growth SE/TE:</b> Plant Reproduction, 193 Plant Life Cycles, 194-195 Structures for Reproduction, 196-199</p> <p><b>Realize™ Digital Resources:</b> <b>Systems, Reproduction, and Growth:</b> <b>Reproduction and Growth</b> &gt;Lesson 2: Plant Structures for Reproduction&gt;Investigate Lab: Modeling Flowers;&gt;Interactivity: Plants and Pollinators</p>
<b>Science and Engineering Practices</b>	
<ul style="list-style-type: none"> <li>Use an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.</li> </ul>	<p><b>Systems, Reproduction, and Growth SE/TE:</b> Topic 4 Review and Assess, #9, 224-225</p> <p><b>Realize™ Digital Resources:</b> <b>Systems, Reproduction, and Growth:</b> <b>Reproduction and Growth</b> &gt;Topic Launch: Reproduction and Growth&gt;Connect Lab: To Care or Not to Care &gt;Lesson 2: Plant Structures for Reproduction&gt;Investigate Lab: Modeling Flowers &gt;Lesson 3: Animal Behaviors for Reproduction&gt;Interactivity: They're Acting Like Animals;&gt;Investigate Lab: Animal Behaviors for Reproduction</p>



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<b>Crosscutting Concepts</b>	
Cause and Effect	
<ul style="list-style-type: none"> <li>Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability.</li> </ul>	<p><b>Realize™ Digital Resources:</b> <b>Systems, Reproduction, and Growth:</b> <b>Reproduction and Growth</b> &gt;Topic Launch: Reproduction and Growth&gt;uConnect Lab: To Care or Not to Care &gt;Lesson 2: Plant Structures for Reproduction&gt;uInvestigate Lab: Modeling Flowers &gt;Lesson 3: Animal Behaviors for Reproduction&gt;uInvestigate Lab: Animal Behaviors for Reproduction.</p>
<p><b>Performance Expectation 6-LS1-5:</b> Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.</p>	<p><b>Systems, Reproduction, and Growth SE/TE:</b> The Essential Question, 179 Connect It!, 212 Growth and Development of Organisms, 213 Plant Responses and Growth, 214-216 Write About It, 216 Animal Growth, 217-220 Case Study: Warmer Waters, Fewer Fish, 222-223 Topic 4 Review and Assess, #17, 224-225 Topic 4 Evidence-Based Assessment, 226-227 uDemonstrate Lab, 228-231</p> <p><b>Realize™ Digital Resources:</b> <b>Systems, Reproduction, and Growth:</b> <b>Reproduction and Growth</b> &gt;Lesson 4: Factors Influencing Growth&gt;Interactivity: Breeding Bigger Bovines;&gt;uInvestigate Lab: Watching Roots Grow;&gt;uInvestigate Lab: What Are The Factors?</p>
<b>Disciplinary Core Ideas</b>	
LS1.B: Growth and Development of Organisms	
<ul style="list-style-type: none"> <li>Genetic factors as well as local conditions affect the growth of the adult plant.</li> </ul>	<p><b>Systems, Reproduction, and Growth SE/TE:</b> Plant Responses and Growth, 214-216</p> <p><b>Realize™ Digital Resources:</b> <b>Systems, Reproduction, and Growth:</b> <b>Reproduction and Growth</b> &gt;Lesson 4: Factors Influencing Growth&gt;uInvestigate Lab: Watching Roots Grow;&gt;uInvestigate Lab: What Are The Factors?</p>

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<b>Science and Engineering Practices</b>	
Constructing Explanations and Designing Solutions	
<ul style="list-style-type: none"> <li>Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.</li> </ul>	<p><b>Systems, Reproduction, and Growth SE/TE:</b> Connect It!, 212 Write About It, 216 Topic 4 Review and Assess, #17, 224-225 Topic 4 Evidence-Based Assessment, #4, 226-227</p> <p><b>Realize™ Digital Resources:</b> <b>Systems, Reproduction, and Growth:</b> <b>Reproduction and Growth</b> &gt;Lesson 4: Factors Influencing Growth&gt;Interactivity: Breeding Bigger Bovines;&gt;Investigate Lab: Watching Roots Grow;&gt;Investigate Lab: What Are The Factors?</p>
<b>Crosscutting Concepts</b>	
Cause and Effect	
<ul style="list-style-type: none"> <li>Phenomena may have more than one cause, and some cause-and-effect relationships in systems can only be described using probability.</li> </ul>	<p><b>Systems, Reproduction, and Growth SE/TE:</b> Lesson 4 Check, #2, 221 Topic 4 Review and Assess, #16, 224-225 Investigate Lab, 228-231</p> <p><b>Realize™ Digital Resources:</b> <b>Systems, Reproduction, and Growth:</b> <b>Reproduction and Growth</b> &gt;Lesson 4: Factors Influencing Growth&gt;Investigate Lab: Watching Roots Grow</p>
<p><b>Performance Expectation 6-LS3-2:</b> Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.</p>	<p><b>Systems, Reproduction, and Growth SE/TE:</b> Asexual and Sexual Reproduction, 183-185 Model It!, 184 Inherited Traits, 186-188 Lesson 1 Check, #5, 191 Topic 4 Review and Assess, #5, 224-225</p> <p><b>Diversity of Life SE/TE:</b> Forming Sex Cells, 21-23</p> <p><b>Realize™ Digital Resources:</b> <b>Systems, Reproduction, and Growth:</b> <b>Reproduction and Growth</b> &gt;Lesson 1: Patterns of Reproduction&gt;Investigate Lab: Comparing Methods of Reproduction <b>Diversity of Life: Genes and Heredity</b> &gt;Lesson 2: Chromosomes and Inheritance&gt;Interactivity: Look Inside;&gt;Interactivity: Colorful Chromosomes</p>

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<b>Disciplinary Core Ideas</b>	
LS1.B: Growth and Development of Organisms	
<ul style="list-style-type: none"> <li>Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring. (secondary)</li> </ul>	<p><b>Systems, Reproduction, and Growth SE/TE:</b> Asexual and Sexual Reproduction, 183-185</p> <p><b>Diversity of Life SE/TE:</b> Forming Sex Cells, 21-23</p> <p><b>Realize™ Digital Resources:</b> <b>Systems, Reproduction, and Growth:</b> <b>Reproduction and Growth</b> &gt;Lesson 1: Patterns of Reproduction&gt;uInvestigate Lab: Comparing Methods of Reproduction <b>Diversity of Life: Genes and Heredity</b> &gt;Lesson 2: Chromosomes and Inheritance&gt;Interactivity: Look Inside</p>
LS3.A: Inheritance of Traits	
<ul style="list-style-type: none"> <li>Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes (and therefore genes) inherited.</li> </ul>	<p><b>Systems, Reproduction, and Growth SE/TE:</b> Sexual Reproduction, 184 Inherited Traits, 186-188 Lesson 1 Check, #6, 191</p> <p><b>Diversity of Life SE/TE:</b> Chromosomes and Genes, 17-19 Forming Sex Cells, 21-23 Chromosomes and Variation, 38-39</p> <p><b>Realize™ Digital Resources:</b> <b>Diversity of Life: Genes and Heredity</b> &gt;Lesson 2: Chromosomes and Inheritance&gt;Interactivity: Look Inside;&gt;uInvestigate Lab: Chromosomes and Inheritance</p>
LS3.B: Variation of Traits	
<ul style="list-style-type: none"> <li>In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other.</li> </ul>	<p><b>Systems, Reproduction, and Growth SE/TE:</b> Sexual Reproduction, 184 Inherited Traits, 186-188</p> <p><b>Diversity of Life SE/TE:</b> Genes and Alleles, 7 Chromosome Pairs, 19</p> <p><b>Realize™ Digital Resources:</b> <b>Diversity of Life: Genes and Heredity</b> &gt;Lesson 2: Chromosomes and Inheritance&gt;Interactivity: Look Inside</p>

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<b>Science and Engineering Practices</b>	
Developing and Using Models	
<ul style="list-style-type: none"> <li>Develop and use a model to describe phenomena.</li> </ul>	<p><b>Systems, Reproduction, and Growth SE/TE:</b> Model It!, 184</p> <p><b>Diversity of Life SE/TE:</b> Meiosis, 22</p> <p><b>Realize™ Digital Resources:</b> <b>Systems, Reproduction, and Growth:</b> <b>Reproduction and Growth</b> &gt;Lesson 1: Patterns of Reproduction&gt;uInvestigate Lab: Comparing Methods of Reproduction <b>Diversity of Life: Genes and Heredity</b> &gt;Lesson 2: Chromosomes and Inheritance&gt;Interactivity: Look Inside;&gt;Interactivity: Colorful Chromosomes</p>
<b>Crosscutting Concepts</b>	
Cause and Effect	
<ul style="list-style-type: none"> <li>Cause and effect relationships may be used to predict phenomena in natural systems.</li> </ul>	<p><b>Diversity of Life SE/TE:</b> Swapping Genetic Material, 21 Lesson 2 Check, #5, 24</p>
<b>Earth's Systems</b>	
<p><b>Performance Expectation 6-ESS2-4:</b> Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.</p>	<p><b>Cycles Influencing Weather and Climate SE/TE:</b> The Water Cycle, 19 Model It!, 19 Lesson 2 Check, #5, 20 uDemonstrate Lab, 54-57</p> <p><b>Earth Systems SE/TE:</b> The Water Cycle, 25-26 Topic 1 Review and Assess, #17, 36-37</p> <p><b>Realize™ Digital Resources:</b> <b>Cycles Influencing Weather and Climate: Weather in the Atmosphere</b> &gt;Topic Launch: Weather in the Atmosphere&gt;uConnect Lab: Puddle Befuddlement &gt;Lesson 2: Water in the Atmosphere&gt;Interactivity; Water Cycle;&gt;Worksheet: Water Cycle</p> <p><b>Earth Systems: Introduction to Earth's Systems</b> &gt;Lesson 3: The Hydrosphere&gt;Interactivity: The Water Cycle</p>

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<b>Disciplinary Core Ideas</b>	
ESS2.C: The Roles of Water in Earth's Surface Processes	
<ul style="list-style-type: none"> <li>Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land.</li> </ul>	<p><b>Cycles Influencing Weather and Climate SE/TE:</b> The Water Cycle, 19</p> <p><b>Earth Systems SE/TE:</b> The Water Cycle, 25-26</p> <p><b>Realize™ Digital Resources:</b> <b>Cycles Influencing Weather and Climate: Weather in the Atmosphere</b> &gt;Lesson 2: Water in the Atmosphere&gt;Interactivity; Water Cycle;&gt;Worksheet: Water Cycle <b>Earth Systems: Introduction to Earth's Systems</b> &gt;Lesson 3: The Hydrosphere&gt;Interactivity: The Water Cycle</p>
<ul style="list-style-type: none"> <li>Global movements of water and its changes in form are propelled by sunlight and gravity.</li> </ul>	<p><b>Cycles Influencing Weather and Climate SE/TE:</b> The Water Cycle, 19 Reading Check, 19 Lesson 2 Check, #1, 20</p> <p><b>Earth Systems SE/TE:</b> The Water Cycle, 25-26</p> <p><b>Realize™ Digital Resources:</b> <b>Cycles Influencing Weather and Climate: Weather in the Atmosphere</b> &gt;Lesson 2: Water in the Atmosphere&gt;Interactivity; Water Cycle;&gt;Worksheet: Water Cycle <b>Earth Systems: Introduction to Earth's Systems</b> &gt;Lesson 3: The Hydrosphere&gt;Interactivity: The Water Cycle</p>
<b>Science and Engineering Practices</b>	
Developing and Using Models	
<ul style="list-style-type: none"> <li>Develop a model to describe unobservable mechanisms.</li> </ul>	<p><b>Cycles Influencing Weather and Climate SE/TE:</b> Model It!, 19 Lesson 2 Check, #5, 20 uDemonstrate Lab, 54-57</p> <p><b>Earth Systems SE/TE:</b> Topic 1 Review and Assess, #17, 36-37</p> <p><b>Realize™ Digital Resources:</b> <b>Cycles Influencing Weather and Climate: Weather in the Atmosphere</b> &gt;Topic Launch: Weather in the Atmosphere&gt;uConnect Lab: Puddle Befuddlement &gt;Lesson 2: Water in the Atmosphere&gt;Interactivity; Water Cycle;&gt;Worksheet: Water Cycle</p>

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<b>Crosscutting Concepts</b>	
Energy and Matter	
<ul style="list-style-type: none"> <li>• Within a natural or designed system, the transfer of energy drives the motion and/or cycling of matter.</li> </ul>	<p><b>Cycles Influencing Weather and Climate SE/TE:</b> Reading Check, 19</p> <p><b>Earth Systems SE/TE:</b> The Water Cycle, 25-26</p> <p><b>Realize™ Digital Resources:</b> <b>Cycles Influencing Weather and Climate: Weather in the Atmosphere</b> &gt;Topic Launch: Weather in the Atmosphere&gt;uConnect Lab: Puddle Befuddlement &gt;Lesson 2: Water in the Atmosphere&gt;Interactivity: Water Cycle;&gt;Worksheet: Water Cycle <b>Earth Systems: Introduction to Earth’s Systems</b> &gt;Lesson 3: The Hydrosphere&gt;Interactivity: The Water Cycle</p>
<b>Human Impacts</b>	
<p><b>Performance Expectation 6-ESS3-3:</b> Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</p>	<p><b>Changing Earth and Human Activity SE/TE:</b> uEngineer It!, 73 Quest Kickoff, 102-103</p> <p><b>Realize™ Digital Resources:</b> <b>Changing Earth and Human Activity: Human Impacts on the Environment</b> &gt;Topic Launch: Human Impacts on the Environment&gt;uConnect Lab: Finding a Solution for Your Pollution;&gt;Quest Kickoff: Trash Backlash &gt;Lesson 4: Water Pollution&gt;Quest Check-In Lab: Reducing Waste</p>
<b>Disciplinary Core Ideas</b>	
ESS3.C: Human Impacts on Earth Systems	
<ul style="list-style-type: none"> <li>• Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth’s environments can have different impacts (negative and positive) for different living things.</li> </ul>	<p><b>Changing Earth and Human Activity SE/TE:</b> Using Energy Resources, 64 Impact on the Earth System, 109 Acid Rain, 116 Wetlands, 129</p>
<ul style="list-style-type: none"> <li>• Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise.</li> </ul>	<p><b>Changing Earth and Human Activity SE/TE:</b> The Human Population, 105 Using Natural Resources, 108-109 Balancing Needs, 110</p>

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<b>Science and Engineering Practices</b>	
Constructing Explanations and Designing Solutions	
<ul style="list-style-type: none"> <li>Apply scientific principles to design an object, tool, process or system.</li> </ul>	<p><b>Changing Earth and Human Activity SE/TE:</b> uEngineer It!, 73</p> <p><b>Realize™ Digital Resources:</b> <b>Changing Earth and Human Activity: Human Impacts on the Environment</b> &gt;Topic Launch: Human Impacts on the Environment&gt;uConnect Lab: Finding a Solution for Your Pollution &gt;Lesson 4: Water Pollution&gt;Quest Check-In Lab: Reducing Waste</p>
<b>Crosscutting Concepts</b>	
Cause and Effect	
<ul style="list-style-type: none"> <li>Relationships can be classified as causal or correlational, and correlation does not necessarily imply causation.</li> </ul>	<p><b>Realize™ Digital Resources:</b> <b>Changing Earth and Human Activity: Human Impacts on the Environment</b> &gt;Topic Launch: Human Impacts on the Environment&gt;uConnect Lab: Finding a Solution for Your Pollution</p>
Connections to Engineering, Technology, and Applications of Science	
Influence of Science, Engineering, and Technology on Society and the Natural World	
<ul style="list-style-type: none"> <li>The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time.</li> </ul>	<p><b>Changing Earth and Human Activity SE/TE:</b> Alternative Sources of Energy, 68-71 Lesson 2 Check, #4, 72 uEngineer It!, 73</p>

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<p><b>Performance Expectation 6-ESS3-4:</b> Construct an argument supported by evidence for how increases in human population and per- capita consumption of natural resources impact Earth's systems.</p>	<p><b>Changing Earth and Human Activity SE/TE:</b> Connect It!, 104 The Human Population, 105 Using Natural Resources, 108-109 Topic 3 Evidence-Based Assessment, 148-149</p> <p><b>Realize™ Digital Resources:</b> <b>Changing Earth and Human Activity: Human Impacts on the Environment</b> &gt;Lesson 1: Population Growth and Resource Consumption&gt;Interactivity: Human Population Growth;&gt;Worksheet: Human Population Growth;&gt;Investigate Lab: Doubling Time</p>
<p><b>Disciplinary Core Ideas</b></p>	
<p>ESS3.C: Human Impacts on Earth Systems</p>	
<p>• Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise.</p>	<p><b>Changing Earth and Human Activity SE/TE:</b> The Human Population, 105 Using Natural Resources, 108-109 Balancing Needs, 110</p> <p><b>Realize™ Digital Resources:</b> <b>Changing Earth and Human Activity: Human Impacts on the Environment</b> &gt;Lesson 1: Population Growth and Resource Consumption&gt;Investigate Lab: Doubling Time</p>
<p><b>Science and Engineering Practices</b></p>	
<p>• Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.</p>	<p><b>Changing Earth and Human Activity SE/TE:</b> Reading Check, 110 Lesson 1 Check, #3, 111 Topic 3 Evidence-Based Assessment, #4, 148-149</p> <p><b>Realize™ Digital Resources:</b> <b>Changing Earth and Human Activity: Human Impacts on the Environment</b> &gt;Lesson 1: Population Growth and Resource Consumption&gt;Worksheet: Human Population Growth;&gt;Investigate Lab: Doubling Time</p>



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<b>Crosscutting Concepts</b>	
Cause and Effect	
<ul style="list-style-type: none"> <li>• Cause and effect relationships may be used to predict phenomena in natural or designed systems.</li> </ul>	<p><b>Changing Earth and Human Activity SE/TE:</b> Impact of Agriculture, 109 Topic 3 Review and Assess, #4, 146-147 Topic 3 Evidence-Based Assessment, #2, 148-149</p> <p><b>Realize™ Digital Resources:</b> <b>Changing Earth and Human Activity: Human Impacts on the Environment</b> &gt;Lesson 1: Population Growth and Resource Consumption&gt;Worksheet: Human Population Growth;&gt;Investigate Lab: Doubling Time</p>
Connections to Engineering, Technology, and Applications of Science	
Influence of Science, Engineering, and Technology on Society and the Natural World	
<ul style="list-style-type: none"> <li>• All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment.</li> </ul>	<p><b>Changing Earth and Human Activity SE/TE:</b> Using Energy Resources, 64 Humans and Minerals, 80 Human Impacts, 88-89 Using Natural Resources, 108-109 Outdoor Air Pollution, 114-116 Nutrient Depletion, 126 Wetlands, 129 Human Activities, 140-141</p>
Connections to Nature of Science	
Science Addresses Questions About the Natural and Material World	
<ul style="list-style-type: none"> <li>• Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes.</li> </ul>	<p><b>Changing Earth and Human Activity SE/TE:</b> Balancing Needs, 110</p>

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<b>Weather and Climate</b>	
<p><b>Performance Expectation 6-ESS2-5:</b> Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.</p>	<p><b>Cycles Influencing Weather and Climate SE/TE:</b> Major Air Masses, 23-24 Types of Fronts, 25-26 Model It!, 27</p> <p><b>Realize™ Digital Resources:</b> <b>Cycles Influencing Weather and Climate: Weather in the Atmosphere</b> &gt;Lesson 3: Air Masses&gt;Interactivity: When Air Masses Collide;&gt;Investigate Lab: Weather Fronts &gt;Lesson 4: Predicting Weather Changes&gt;Interactivity: Using Air Masses to Predict Weather;&gt;Investigate Lab: Tracking Weather</p>
<b>Disciplinary Core Ideas</b>	
ESS2.C: The Roles of Water in Earth's Surface Processes	
<ul style="list-style-type: none"> <li>The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns.</li> </ul>	<p><b>Cycles Influencing Weather and Climate SE/TE:</b> Connect It!, 22 Major Air Masses, 23-24 Global Patterns and Local Weather, 33</p> <p><b>Realize™ Digital Resources:</b> <b>Cycles Influencing Weather and Climate: Weather in the Atmosphere</b> &gt;Lesson 4: Predicting Weather Changes&gt;Interactivity: Using Air Masses to Predict Weather;&gt;Investigate Lab: Tracking Weather</p>
ESS2.D: Weather and Climate	
<ul style="list-style-type: none"> <li>Because these patterns are so complex, weather can only be predicted probabilistically.</li> </ul>	<p><b>Cycles Influencing Weather and Climate SE/TE:</b> The Future of Meteorology, 35</p>
<b>Science and Engineering Practices</b>	
Planning and Carrying Out Investigations	
<ul style="list-style-type: none"> <li>Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.</li> </ul>	<p><b>Realize™ Digital Resources:</b> <b>Cycles Influencing Weather and Climate: Weather in the Atmosphere</b> &gt;Lesson 3: Air Masses&gt;Investigate Lab: Weather Fronts &gt;Lesson 4: Predicting Weather Changes&gt;Investigate Lab: Tracking Weather</p>

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<b>Crosscutting Concepts</b>	
Cause and Effect	
<ul style="list-style-type: none"> <li>• Cause and effect relationships may be used to predict phenomena in natural or designed systems.</li> </ul>	<p><b>Cycles Influencing Weather and Climate SE/TE:</b> Lesson 3 Check, #2, 29</p> <p><b>Realize™ Digital Resources:</b> <b>Cycles Influencing Weather and Climate: Weather in the Atmosphere</b> &gt;Lesson 4: Predicting Weather Changes&gt;uInvestigate Lab: Tracking Weather</p>
<p><b>Performance Expectation 6-ESS2-6:</b> Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</p>	<p><b>Cycles Influencing Weather and Climate SE/TE:</b> Energy in the Atmosphere, 9-10 Heat Transfer in the Atmosphere, 67-69 Causes of Winds, 73 Local Winds and Global Winds, 75-77 Model It!, 76 Global Wind Patterns, 78-79 Lesson 2 Check, #4, 80 Surface Currents, 83-86 Deep Ocean Currents, 87-88 Lesson 3 Check, #3, #4, 89 Topic 2 Review and Assess, #15, 92-93 Topic 2 Evidence-Based Assessment, 94-95 Factors That Affect Temperature, 105-107</p> <p><b>Realize™ Digital Resources:</b> <b>Cycles Influencing Weather and Climate: Energy in the Atmosphere and Ocean</b> &gt;Lesson 2: Patterns of Circulation in the Atmosphere&gt;Inquiry Warm-Up Lab: Turn, Turn, Turn;&gt;Interactivity: Winds Across the Globe &gt;Lesson 3: Patterns of Circulation in the Ocean&gt;uInvestigate Lab: Modeling Ocean Current Formation;&gt;Interactivity: Keeping Current on Current</p>
<b>Disciplinary Core Ideas</b>	
ESS2.C: The Roles of Water in Earth's Surface Processes	
<ul style="list-style-type: none"> <li>• Variations in density due to variations in temperature and salinity drive a global pattern of interconnected ocean currents.</li> </ul>	<p><b>Cycles Influencing Weather and Climate SE/TE:</b> Deep Ocean Currents, 87-88 Lesson 3 Check, #4, 89</p> <p><b>Realize™ Digital Resources:</b> <b>Cycles Influencing Weather and Climate: Energy in the Atmosphere and Ocean</b> &gt;Lesson 3: Patterns of Circulation in the Ocean&gt;uInvestigate Lab: Modeling Ocean Current Formation</p>

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<p>ESS2.D: Weather and Climate</p> <ul style="list-style-type: none"> <li>• Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns.</li> </ul>	<p><b>Cycles Influencing Weather and Climate SE/TE:</b> Global Patterns and Local Weather, 33 Causes of Winds, 73 Local Winds and Global Winds, 75-77 Global Wind Patterns, 78-79 Effects on Climate, 85 Lesson 3 Check, #3, 89 Factors That Affect Temperature, 105-107 Factors That Affect Precipitation, 108-109 Lesson 1 Check, #3, #4, 112</p> <p><b>Realize™ Digital Resources:</b> <b>Cycles Influencing Weather and Climate: Energy in the Atmosphere and Ocean</b> &gt;Lesson 2: Patterns of Circulation in the Atmosphere&gt;Investigate Lab: United States Precipitation</p> <p><b>Cycles Influencing Weather and Climate: Climate</b> &gt;Lesson 1: Climate Factors&gt;Interactivity: Two Sides of the Mountain</p>
<ul style="list-style-type: none"> <li>• The ocean exerts a major influence on weather and climate by absorbing energy from the sun, releasing it over time, and globally redistributing it through ocean currents.</li> </ul>	<p><b>Cycles Influencing Weather and Climate SE/TE:</b> Global Patterns and Local Weather, 33 Effects on Climate, 85 Global Ocean Conveyor, 88 Distance from Large Bodies of Water, 107 Ocean Currents, 107 Lesson 1 Check, #4, 112</p>

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<b>Science and Engineering Practices</b>	
Developing and Using Models	
<ul style="list-style-type: none"> <li>Develop and use a model to describe phenomena.</li> </ul>	<p><b>Cycles Influencing Weather and Climate SE/TE:</b>            Model It!, 76            Lesson 2 Check, #4, 80            Surface Currents, 84            Global Conveyor Belt, 88            Lesson 3 Check, #4, 89            Topic 2 Review and Assess, #15, 92-93            Topic 2 Evidence-Based Assessment, #3, 94-95</p> <p><b>Realize™ Digital Resources:</b>  <b>Cycles Influencing Weather and Climate: Energy in the Atmosphere and Ocean</b>            &gt;Lesson 2: Patterns of Circulation in the Atmosphere&gt;Inquiry Warm-Up Lab: Turn, Turn, Turn;&gt;Interactivity: Winds Across the Globe            &gt;Lesson 3: Patterns of Circulation in the Ocean&gt;Investigate Lab: Modeling Ocean Current Formation;&gt;Interactivity: Keeping Current on Currents</p>
<b>Crosscutting Concepts</b>	
Systems and System Models	
<ul style="list-style-type: none"> <li>Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy, matter, and information flows within systems.</li> </ul>	<p><b>Cycles Influencing Weather and Climate SE/TE:</b>            Model It!, 76            Modeling the Coriolis Effect, 77            Global Wind Belts, 78            Lesson 2 Check, #4, 80            Surface Currents, 84            Global Conveyor Belt, 88            Lesson 3 Check, #4, 89            Topic 2 Evidence-Based Assessment, #3, 94-95</p> <p><b>Realize™ Digital Resources:</b>  <b>Cycles Influencing Weather and Climate: Energy in the Atmosphere and Ocean</b>            &gt;Lesson 2: Patterns of Circulation in the Atmosphere&gt;Interactivity: Winds Across the Globe            &gt;Lesson 3: Patterns of Circulation in the Ocean&gt;Investigate Lab: Modeling Ocean Current Formation;&gt;Interactivity: Keeping Current on Currents</p>

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<p><b>Performance Expectation 6-ESS3-5:</b> Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.</p>	<p><b>Cycles Influencing Weather and Climate SE/TE:</b> Recent Climate Change, 119-122 Topic 3 Review and Assess, #9, 136-137 Topic 3 Evidence-Based Assessment, 138-139</p> <p><b>Realize™ Digital Resources:</b> <b>Cycles Influencing Weather and Climate: Climate</b> &gt;Lesson 2: Climate Change&gt;Interactivity: In the Greenhouse;&gt;Interactivity: Climate Change Q&amp;A</p>
<b>Disciplinary Core Ideas</b>	
ESS3.D: Global Climate Change	
<ul style="list-style-type: none"> <li>Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth’s mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities.</li> </ul>	<p><b>Cycles Influencing Weather and Climate SE/TE:</b> The Greenhouse Effect, 66 Recent Climate Change, 119-122 Dealing with Climate Change, 132-133 uEngineer It!, 135 Topic 3 Review and Assess, #16, 136-137</p> <p><b>Realize™ Digital Resources:</b> <b>Cycles Influencing Weather and Climate: Climate</b> &gt;Lesson 2: Climate Change&gt;Interactivity: Human Impact on Climate Change;&gt;Worksheet: Human Impact on Climate Change &gt;Lesson 3: Effects of a Changing Climate&gt;Interactivity: Emission Reduction</p>
<b>Science and Engineering Practices</b>	
<ul style="list-style-type: none"> <li>Ask questions to identify and clarify evidence of an argument.</li> </ul>	<p><b>Realize™ Digital Resources:</b> <b>Cycles Influencing Weather and Climate: Climate</b> &gt;Lesson 2: Climate Change&gt;Interactivity: In the Greenhouse;&gt;Interactivity: Climate Change Q&amp;A</p>
<b>Crosscutting Concepts</b>	
Stability and Change	
<ul style="list-style-type: none"> <li>Stability might be disturbed either by sudden events or gradual changes that accumulate over time.</li> </ul>	<p><b>Cycles Influencing Weather and Climate SE/TE:</b> Reflect, 115 Math Toolbox, 118 Carbon Dioxide Concentrations, 122 Lesson 2 Check, #6, 123</p> <p><b>Realize™ Digital Resources:</b> <b>Cycles Influencing Weather and Climate: Climate</b> &gt;Lesson 2: Climate Change&gt;Interactivity: In the Greenhouse</p>

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<b>Engineering, Technology, and the Application of Science</b>	
<p><b>Performance Expectation 6-ETS1-1:</b> Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.</p>	<p><b>Structure and Properties of Matter SE/TE:</b> uEngineer It!, 55</p> <p><b>Earth Systems SE/TE:</b> uEngineer It!, 59</p> <p><b>Diversity of Life SE/TE:</b> uEngineer It!, 89</p> <p><b>Realize™ Digital Resources:</b>  <b>Forces: Forces and Motion</b>            &gt;Lesson 1: Describing Motion and Force&gt;Quest Check-In Interactivity: Define Criteria and Constraints  <b>Changing Earth and Human Activity: Earth's Surface Systems</b>            &gt;Lesson 2: Erosion and Deposition&gt;Quest Check-In Lab: Ingenious Island Part I  <b>Systems, Reproduction, and Growth: Reproduction and Growth</b>            &gt;Lesson 4: Factors Influencing Growth&gt;Quest Check-In Interactivity: Make Your Construction Case</p>
<b>Disciplinary Core Ideas</b>	
ETS1.A: Defining and Delimiting Engineering Problems	
<ul style="list-style-type: none"> <li>The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that are likely to limit possible solutions.</li> </ul>	<p><b>Structure and Properties of Matter SE/TE:</b> Define the Problem, 94-95</p>

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<b>Science and Engineering Practices</b>	
Asking Questions and Defining Problems	
<ul style="list-style-type: none"> <li>Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.</li> </ul>	<p><b>Structure and Properties of Matter SE/TE:</b> uEngineer It!, 55</p> <p><b>Earth Systems SE/TE:</b> uEngineer It!, 59</p> <p><b>Diversity of Life SE/TE:</b> uEngineer It!, 89</p> <p><b>Realize™ Digital Resources:</b>  <b>Forces: Forces and Motion</b>            &gt;Lesson 1: Describing Motion and Force&gt;Quest Check-In Interactivity: Define Criteria and Constraints  <b>Changing Earth and Human Activity: Earth's Surface Systems</b>            &gt;Lesson 2: Erosion and Deposition&gt;Quest Check-In Lab: Ingenious Island Part I  <b>Systems, Reproduction, and Growth: Reproduction and Growth</b>            &gt;Lesson 4: Factors Influencing Growth&gt;Quest Check-In Interactivity: Make Your Construction Case</p>
<b>Crosscutting Concepts</b>	
Influence of Science, Engineering, and Technology on Society and the Natural World	
<ul style="list-style-type: none"> <li>All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment.</li> </ul>	<p><b>Cycles Influencing Weather and Climate SE/TE:</b> uEngineer It!, 135</p> <p><b>Changing Earth and Human Activity SE/TE:</b>            Using Energy Resources, 64            uEngineer It!, 73            Humans and Minerals, 80            Human Impacts, 88-89            Using Natural Resources, 108-109            Wetlands, 129            Human Activities, 140-141</p>



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<ul style="list-style-type: none"> <li>The uses of technologies and limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions.</li> </ul>	<p><b>Atoms and Chemical Reactions SE/TE:</b> uEngineer It!, 77 Impact of Synthetic Materials, 103-104</p> <p><b>Cycles Influencing Weather and Climate SE/TE:</b> uEngineer It!, 21 uEngineer It!, 135</p> <p><b>Earth Systems SE/TE:</b> uEngineer It!, 59 uEngineer It!, 131</p> <p><b>Realize™ Digital Resources:</b> <b>Earth Systems: Plate Tectonics</b> &gt;Lesson 3: Earthquakes and Tsunami Hazards&gt;Interactivity: Earthquake Engineering</p>
<p><b>Performance Expectation 6-ETS1-2:</b> Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.</p>	<p><b>Energy Transfer SE/TE:</b> uEngineer It!, 21</p> <p><b>Cycles Influencing Weather and Climate SE/TE:</b> uEngineer It!, 21</p> <p><b>Systems, Reproduction, and Growth SE/TE:</b> uEngineer It!, 37 uEngineer It!, 123</p> <p><b>Relationships Within Ecosystems SE/TE:</b> uEngineer It!, 13</p> <p><b>Realize™ Digital Resources:</b> <b>Energy Transfer: Thermal Energy</b> &gt;Lesson 3: Heat and Materials&gt;Quest Check-In Lab: Keep the Heat In</p>
<b>Disciplinary Core Ideas</b>	
ETS1.B: Developing Possible Solutions	
<ul style="list-style-type: none"> <li>There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem.</li> </ul>	<p><b>Energy Transfer SE/TE:</b> Test and Evaluate a Solution, 98</p>

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<b>Science and Engineering Practices</b>	
<ul style="list-style-type: none"> <li>Evaluate competing design solutions based on jointly developed and agreed-upon design criteria.</li> </ul>	<p><b>Energy Transfer SE/TE:</b> uEngineer It!, 21</p> <p><b>Cycles Influencing Weather and Climate SE/TE:</b> uEngineer It!, 21</p> <p><b>Systems, Reproduction, and Growth SE/TE:</b> uEngineer It!, 37 uEngineer It!, 123</p> <p><b>Relationships Within Ecosystems SE/TE:</b> uEngineer It!, 13</p> <p><b>Realize™ Digital Resources:</b> <b>Energy Transfer: Thermal Energy</b> &gt;Lesson 3: Heat and Materials&gt;Quest Check-In Lab: Keep the Heat In</p>
<p><b>Performance Expectation 6-ETS1-3:</b> Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.</p>	<p><b>Forces SE/TE:</b> uEngineer It!, 33</p> <p><b>Cycles Influencing Weather and Climate SE/TE:</b> uEngineer It!, 81</p> <p><b>Realize™ Digital Resources:</b> <b>Changing Earth and Human Activity: Earth’s Surface Systems</b> &gt;Lesson 3: Water Erosion&gt;Quest Check-In Lab: Ingenious Island Part II</p>
<b>Disciplinary Core Ideas</b>	
ETS1.B: Developing Possible Solutions	
<ul style="list-style-type: none"> <li>There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem.</li> </ul>	<p><b>Forces SE/TE:</b> Test and Evaluate a Solution, 112</p>
<ul style="list-style-type: none"> <li>Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors.</li> </ul>	<p><b>Forces SE/TE:</b> Test and Evaluate a Solution, 112 Redesign and Retest the Solution, 113</p>
ETS1.C: Optimizing the Design Solution	
<ul style="list-style-type: none"> <li>Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process - that is, some of the characteristics may be incorporated into the new design.</li> </ul>	<p><b>Forces SE/TE:</b> Test and Evaluate a Solution, 112 Redesign and Retest the Solution, 113</p>

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<b>Science and Engineering Practices</b>	
Developing and Using Models	
<ul style="list-style-type: none"> <li>Develop a model to generate data to test ideas about designed systems, including those representing inputs and outputs.</li> </ul>	<p><b>Forces SE/TE:</b> uEngineer It!, 33</p> <p><b>Cycles Influencing Weather and Climate SE/TE:</b> uEngineer It!, 81</p> <p><b>Realize™ Digital Resources:</b> <b>Changing Earth and Human Activity: Earth's Surface Systems</b> &gt;Lesson 3: Water Erosion&gt;Quest Check-In Lab: Ingenious Island Part II</p>
<p><b>Performance Expectation 6-ETS1-4:</b> Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.</p>	<p><b>Structure and Properties of Matter SE/TE:</b> uEngineer It!, 33</p> <p><b>Changing Earth and Human Activity SE/TE:</b> uEngineer It!, 145</p> <p><b>Realize™ Digital Resources:</b> <b>Energy Transfer: Thermal Energy</b> &gt;Lesson 2: Heat Transfer&gt;Interactivity: Solar Oven Design;&gt;Worksheet: Solar Oven Design</p>
<b>Disciplinary Core Ideas</b>	
ETS1.B: Developing Possible Solutions	
<ul style="list-style-type: none"> <li>A solution needs to be tested, and then modified on the basis of the test results, in order to improve it.</li> </ul>	<p><b>Structure and Properties of Matter SE/TE:</b> Test and Evaluate a Solution, 96 Redesign and Retest the Solution, 97</p>
<ul style="list-style-type: none"> <li>Models of all kinds are important for testing solutions.</li> </ul>	<p><b>Structure and Properties of Matter SE/TE:</b> Scientific Models, 88 Design a Solution, 96</p>
ETS1.C: Optimizing the Design Solution	
<ul style="list-style-type: none"> <li>The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution.</li> </ul>	<p><b>Structure and Properties of Matter SE/TE:</b> Test and Evaluate a Solution, 96 Redesign and Retest the Solution, 97</p>

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<b>Science and Engineering Practices</b>	
Developing and Using Models	
<ul style="list-style-type: none"> <li>• Develop a model to generate data to test ideas about designed systems, including those representing inputs and outputs.</li> </ul>	<p><b>Structure and Properties of Matter SE/TE:</b> uEngineer It!, 33</p> <p><b>Changing Earth and Human Activity SE/TE:</b> uEngineer It!, 145</p> <p><b>Realize™ Digital Resources:</b>  <b>Energy Transfer: Thermal Energy</b>            &gt;Lesson 2: Heat Transfer&gt;Interactivity: Solar Oven Design;&gt;Worksheet: Solar Oven Design</p>

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