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A Correlation of

Oklahoma Elevate Science
Grade 6, ©2022

To the

Oklahoma
2020 Academic Standards for Science
Grade 6

Prepared by Savvas Learning Company, formerly Pearson K12 Learning

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Introduction

This document demonstrates how ***Oklahoma Elevate Science ©2022*** meets the Oklahoma 2020 Academic Standards for Science. Correlation page references are to the Student and Teacher Editions, and Savvas Realize™ digital resources.

Savvas Learning Company is proud to introduce ***Elevate Science*** 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 tasks, open-ended Quests, uDemonstrate performance-based labs, 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.

Table of Contents

Oklahoma 2020 Academic Standards for Science Grade 6	Oklahoma Elevate Science Grade 6, ©2022
Matter and Its Interactions (PS1)	
Performance Expectation	
6.PS1.4: Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.	**SE/TE:** Quest Kickoff, 204-205 Model It!: Crystalline and Amorphous Solids, 212 uEngineer It!: From "Ink" to Objects: 3D Printing, 217 Changes of State Between Solid and Liquid, 220-221 Changes of State Between Liquid and Gas, 222-224 Model It!: Dry Ice, 225 Extraordinary Science, 227 Connect It!, 228 Pressure and Temperature of a Gas, 229-230 Charles's Law, 231 Math Toolbox, 232 How Pistons Work, 236 Lesson 3 Check, #3, 237 Case Study: Rising to the Occasion: Charles's Law in the Oven!, 238-239 Topic 4 Evidence-Based Assessment, 242-243 uDemonstrate Lab: Melting Ice, 244-247 **Realize™ Digital Resources:** Quest: Getting a Lift
Disciplinary Core Ideas	
6.PS1.4.DCI.1: Gases and liquids are made of molecules or inert atoms that are moving about relative to each other. In a liquid, the molecules are constantly in contact with others; in a gas, they are widely spaced except when they happen to collide. In a solid, atoms are closely spaced and may vibrate in position but do not change relative locations.	**SE/TE:** uConnect Lab: Solid, Liquid, or Gas?, 206-207 Describing Solids, 210-212 Describing Liquids, 213-214 Describing Gases, 215 Lesson 1 Check, #3, #5, 216 Model It!: Altitude and Air Density, 361
6.PS1.4.DCI.2: The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter.	**SE/TE:** uConnect Lab: Solid, Liquid, or Gas?, 206-207 Model It!: Crystalline and Amorphous Solids, 212 Changes of State Between Solid and Liquid, 220-221 Math Toolbox, 221 Changes of State Between Liquid and Gas, 222-224 Model It!: Dry Ice, 225 Lesson 2 Check, #2, #3, 226 Connect It!, 254 Changing States, 257 Model It!: Draw Comparative Inferences, 258

Oklahoma 2020 Academic Standards for Science Grade 6	Oklahoma Elevate Science Grade 6, ©2022
6.PS1.4.DCI.3: The term "heat" as used in everyday language refers both to thermal energy (the motion of atoms or molecules within a substance) and the transfer of that thermal energy from one object to another. In science, heat is used only for this second meaning; it refers to the energy transferred due to the temperature difference between two objects.	**SE/TE:** Thermal Energy, 219 Thermal Energy and Heat, 255 Changing States, 257 Lesson 1 Check, #1, #7, #8, 260 Glassblowing: Not Just a Bunch of Hot Air, 261 Connect It!, 262 Types of Heat Transfer, 263 Heat Flow, 264-265 Math Toolbox, 265 Question It!, 267 Lesson 2 Check, #3, 268 uDemonstrate Lab: Testing Thermal Conductivity, 284–287 Earth's Insulator, 359 Air Pressure, 361 Heating of Earth, 363
6.PS1.4.DCI.4: The temperature of a system is proportional to the average internal kinetic energy and potential energy per atom or molecule (whichever is the appropriate building block for the system's material). The details of that relationship depend on the type of atom or molecule and the interactions among the atoms in the material.	**SE/TE:** Temperature, 219 Temperature and Its Measurement, 256 How Thermal Energy and Temperature Are Related, 257-259 Lesson 1 Check, #6, 260 Specific Heat, 274
6.PS1.4.DCI.5: Temperature is not a direct measure of a system's total thermal energy. The total thermal energy (sometimes called the total internal energy) of a system depends jointly on the temperature, the total number of atoms in the system, and the state of the material.	**SE/TE:** Thermal Energy and Temperature, 219 Temperature and Its Measurement, 256 How Thermal Energy and Temperature Are Related, 257-259 Lesson 1 Check, #4, 260
Science and Engineering Practices	
6.PS1.4.SEP.1: Developing and Using Models: Develop a model to predict and/or describe phenomena.	**SE/TE:** Model It!: Crystalline and Amorphous Solids, 212 Lesson 1 Check, #5, 216 Math Toolbox, 221 Pressure and Vaporization, 223 Model It!: Dry Ice, 225 Model It!: Altitude and Air Density, 361
Crosscutting Concepts	
6.PS1.4.CCC.1: Cause and Effect: Cause and effect relationships are routinely identified, tested, and used to explain change.	**SE/TE:** Reading Check, 212 Write About It, 220 Lesson 2 Check, #1, 226

Oklahoma 2020 Academic Standards for Science Grade 6	Oklahoma Elevate Science Grade 6, ©2022
Energy (PS3)	
Performance Expectation	
6.PS3.3: Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.	**SE/TE:** Quest Kickoff: How can you keep hot water from cooling down?, 250-251 Quest Check-In, 268 uEngineer It!: Shockwave to the Future, 269 Connect It!, 272 Quest Findings: Complete the Quest!, 283 uDemonstrate Lab: Testing Thermal Conductivity, 284–287 **Realize™ Digital Resources:** Quest: Keep Hot Liquids Hot
Disciplinary Core Ideas	
6.PS3.3.DCI.1: Temperature is a measure of the average kinetic energy of particles of matter.	**SE/TE:** Temperature and Its Measurement, 256 uDemonstrate Lab: Testing Thermal Conductivity, 284–287
6.PS3.3.DCI.2: The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present.	**SE/TE:** How Thermal Energy and Temperature Are Related, 257-259 uDemonstrate Lab: Testing Thermal Conductivity, 284–287
6.PS3.3.DCI.3: Energy is spontaneously transferred out of hotter regions or objects and into colder ones.	**SE/TE:** uDemonstrate Lab: Testing Thermal Conductivity, 284–287
6.PS3.3.DCI.4: 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.	**SE/TE:** uDemonstrate Lab: Testing Thermal Conductivity, 284–287
6.PS3.3.DCI.5: Specification of constraints includes consideration of scientific principles and other relevant knowledge that is likely to limit possible solutions.	**SE/TE:** uDemonstrate Lab: Testing Thermal Conductivity, 284–287
6.PS3.3.DCI.6: A solution needs to be tested, and then modified on the basis of the test results in order to improve it.	**SE/TE:** uDemonstrate Lab: Testing Thermal Conductivity, 284–287
6.PS3.3.DCI.7: There are systematic processes for evaluating solutions with respect to how well they meet criteria and constraints of a problem.	**SE/TE:** uDemonstrate Lab: Testing Thermal Conductivity, 284–287

Oklahoma 2020 Academic Standards for Science Grade 6	Oklahoma Elevate Science Grade 6, ©2022
Science and Engineering Practices	
6.PS3.3.SEP.1: Designing Solutions: Apply scientific ideas or principles to design, construct, and test a design of an object, tool, process, or system.	**SE/TE:** Quest Kickoff: How can you keep hot water from cooling down?, 250-251 Quest Findings: Complete the Quest!, 283 **Realize™ Digital Resources:** Quest: Keep Hot Liquids Hot
Crosscutting Concepts	
6.PS3.3.CCC.1: Energy and Matter: The transfer of energy can be tracked as energy flows through a designed or natural system.	**SE/TE:** Model It, 258 Lesson 1 Check, #3, 260 Lesson 2 Check, #3, 268 uDemonstrate Lab: Testing Thermal Conductivity, 284–287
Performance Expectation	
6.PS3.4: 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.	**SE/TE:** Thermal Energy and Heat, 255 How Thermal Energy and Temperature Are Related, 257-259 Heat Flow, 264-265 Math Toolbox, 265 Question It!, 267 Quest Check-In, 268, 279 Case Study: Earth Power, 270-271 Thermal Properties of Materials, 273-275 Virtual Lab, 274 Temperature, Energy, and Friction, 276-277 Topic 5 Evidence-Based Assessment, 282-283 uDemonstrate Lab: Testing Thermal Conductivity, 284–287 **Realize™ Digital Resources:** uInvestigate Lab: Comparing How Liquids Cool
Disciplinary Core Ideas	
6.PS3.4.DCI.1: Temperature is a measure of the average kinetic energy of particles of matter.	**SE/TE:** Temperature and Its Measurement, 256 Changes in Temperature, 259 Math Toolbox, 265 Question It!, 267
6.PS3.4.DCI.2: The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present.	**SE/TE:** How Thermal Energy and Temperature Are Related, 257-259 Lesson 1 Check, #4, 260

Oklahoma 2020 Academic Standards for Science Grade 6	Oklahoma Elevate Science Grade 6, ©2022
6.PS3.4.DCI.3: 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.	**SE/TE:** Changes in Temperature, 259 Lesson 1 Check, #5, 260 Specific Heat, 274 Math Toolbox, 274 Plan It!, 278 Lesson 3 Check, #3, 279
Science and Engineering Practices	
6.PS3.4.SEP.1: Planning and Carrying Out Investigations: 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.	**SE/TE:** Conduct Research Projects, 267 Virtual Lab, 274 Plan It!, 278
Crosscutting Concepts	
6.PS3.4.CCC.1: Scale, Proportion, and Quantity: 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.	**SE/TE:** Thermal Energy and Amount of Matter, 259 Reading Check, 259 Lesson 1 Check, #5, 260 Math Toolbox, 265, 274 Question It!, 267 Lesson 3 Check, #3, 279

Oklahoma 2020 Academic Standards for Science Grade 6	Oklahoma Elevate Science Grade 6, ©2022
Waves and Their Applications in Technologies for Information Transfer (PS4)	
Performance Expectation	
6.PS4.2: Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.	**SE/TE:** Plan It!, 306 Refraction, 306 Standing Waves, 310 Model It!: SEP Develop Models, 317 Lesson 3 Check, #7, 323 Models of Electromagnetic Wave Behavior, 326-327 Model It!: Polarizing Glasses, 327 Reflecting Light, 338-340 Model It!: Fun with Mirrors, 340 Lenses, 341-342 uDemonstrate Lab: Making Waves, 348-351 **Realize™ Digital Resources:** uInvestigate Lab: Light Interacting with Matter Virtual Lab: Colors of the Sky
Disciplinary Core Ideas	
6.PS4.2.DCI.1: A sound wave needs a medium through which it is transmitted.	**SE/TE:** Connect It!, 314 The Behavior of Sound, 315-317 Factors Affecting the Speed of Sound, 318 Lesson 3 Check, #2, 323 Topic 6 Evidence-Based Assessment, 346-347
6.PS4.2.DCI.2: When light shines on an object, it is reflected, absorbed, or transmitted through the object, depending on the object's material and the frequency (color) of the light.	**SE/TE:** Reflection, Refraction, and Absorption, 305-307 Question It!, 307 Lesson 2 Check, #1, #4, 312 Light, Color, and Objects, 335-337 Reflecting Light, 338-340 Lenses, 341-342 Lesson 5 Check, #1, 343 Topic 6 Evidence-Based Assessment, 346-347
6.PS4.2.DCI.3: The path that light can travel can be traced as straight lines, except at surfaces between different transparent materials (e.g., air and water, air and glass) where the light path bends.	**SE/TE:** Connect It!, 304 Reflection, 305 Refraction, 306 Lesson 2 Check, #1, #4, 312 Reflecting Light, 338 Lenses, 341-342 Reading Check, 342

Oklahoma 2020 Academic Standards for Science Grade 6	Oklahoma Elevate Science Grade 6, ©2022
6.PS4.2.DCI.4: A wave model of light is useful for explaining brightness, color, and the frequency-dependent bending of light at a surface between media. However, because light can travel through space, it cannot be a matter wave, like sound or water waves.	**SE/TE:** Models of Electromagnetic Wave Behavior, 326-327 Model It!: Polarizing Glasses, 327 Lesson 4 Check, #3, 332
Science and Engineering Practices	
6.PS4.2.SEP.1: Developing and Using Models: Develop and use a model to describe phenomena.	**SE/TE:** Plan It!, 306 Model It!: SEP Develop Models, 317 Lesson 3 Check, #7, 323 Model It!: Polarizing Glasses, 327 Model It!: Fun with Mirrors, 340
Crosscutting Concepts	
6.PS4.2.CCC.1: Structure and Function: Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used.	**SE/TE:** Musical Resonance, 311 Absorption, 316 Thickness Affects Pitch, 321 Lesson 3 Check, #6, 323 Stealth Ship, 325 Quest Check-In, 332, 343

Oklahoma 2020 Academic Standards for Science Grade 6	Oklahoma Elevate Science Grade 6, ©2022
From Molecules to Organisms: Structure and Processes (LS1)	
Performance Expectation	
6.LS1.1: Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.	**SE/TE:** Connect It!, 8 Characteristics of Living Things, 9 Cellular Organization, 10 Case Study: The Tough and Tiny Tardigrade, 18-19 Microorganisms, 31 Bacterial Cell Structures, 34 uEngineer It!: A Disease Becomes a Cure, 41 Form and Function, 43 Lesson 4 Check, #1, 53 Topic 1 Evidence-Based Assessment, 56-57 uDemonstrate Lab: It's Alive!, 58-61 Quest Kickoff, 64-65 Cells, 69 Principles of Cell Theory, 72 Lesson 1 Check, #2, #3, #5, 76 Topic 2 Evidence-Based Assessment, 126-127 uDemonstrate Lab: Design and Build a Microscope, 128-131 **Realize™ Digital Resources:** Quest: Cells on Display uInvestigate Lab: Cheek Cells
Disciplinary Core Ideas	
6.LS1.1DCI.1: All living things are made up of cells, which is the smallest unit that can be said to be alive.	**SE/TE:** Characteristics of Living Things, 9 Cellular Organization, 10 Principles of Cell Theory, 72 Lesson 1 Check, #2, #3, #5, 76 Cells Make Up an Organism, 86
6.LS1.1DCI.2: An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular).	**SE/TE:** Cellular Organization, 10 Microorganisms, 31 Bacteria, 34 Diversity of Protists, 37 Characteristics of Plants, 44 Lesson 4 Check, #1, 53 Principles of Cell Theory, 72 Lesson 1 Check, #5, 76 Cells Working Together, 85-86
Science and Engineering Practices	
6.LS1.1.SEP.1: Planning and Carrying Out Investigations: Conduct an investigation to produce data to serve as the basis for evidence that meets the goals of an investigation.	**SE/TE:** Connect It!, 8 Plan It!, 47, 73 Lesson 1 Check, #3, #4, #5, #6, #7, 7

Oklahoma 2020 Academic Standards for Science Grade 6	Oklahoma Elevate Science Grade 6, ©2022
Crosscutting Concepts	
6.LS1.1.CCC.1: Scale, Proportion, and Quantity: Phenomena that can be observed at one scale may not be observable at another scale. **6.LS1.1:** Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.	**SE/TE:** Life Produces More Life, 12-13 Model It!: Bacterial Cell Structures, 34 The Many Roles of Bacteria, 36 Fungi, 38 Plant Cell Features, 44 Tree Structure Differences, 45 Observing Cells, 70 Microscopes, 73 Lesson 1 Check, #6, 76
Performance Expectation	
6.LS1.2: 6.LS1.2 Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.	**SE/TE:** Form and Function, 43 Characteristics of Plants, 44 Structure of Animals, 48 Topic 1 Evidence-Based Assessment, 56-57 uDemonstrate Lab: It's Alive!, 58-61 Quest Kickoff, 64-65 Cells, 69 Parts of a Cell, 79-84 Model It!: The Substance of Life, 83 Cells Working Together, 85-86 Quest Check-In, 87 Model It!: Raisins No More, 92 Moving Materials into and Out of Cells, 89-94 The Functions of Cell Division, 97 The Cell Cycle, 98-102 Lesson 4 Check, #8, 103 Topic 2 Evidence-Based Assessment, 126-127 uDemonstrate Lab: Design and Build a Microscope, 128-131 **Realize™ Digital Resources:** Quest: Cells on Display
Disciplinary Core Ideas	
6.LS1.2.DCI.1: Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell.	**SE/TE:** Plant Cell Features, 44 Cell Function, 69 Connect It!, 78 Parts of a Cell, 79-84 Lesson 2 Check, #1, #2, #3, #5, 87 Function of the Cell Membrane, 90 Passive Transport, 90-93 Quest Check-In, 95 The Cell Cycle, 98-102 Lesson 4 Check, #2, #3, 103

Oklahoma 2020 Academic Standards for Science Grade 6	Oklahoma Elevate Science Grade 6, ©2022
Science and Engineering Practices	
6.LS1.2.SEP.1: Developing and Using Models: Develop and use a model to describe phenomena.	**SE/TE:** Plant Cell Features, 44 Lesson 1 Check, #6, 76 A Selective Barrier, 90 Model It!: Raisins No More, 92 Quest Check-In, 95 Lesson 4 Check, #8, 103
Crosscutting Concepts	
6.LS1.2.CCC.1: Structure and Function: Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the relationships among its parts.	**SE/TE:** Plant Cell Features, 44 Cell Structure, 69 Cell Function, 69 Lesson 1 Check, #5, 76 Connect It!, 78 Plant and Animal Cell Differences, 80 The Right Cell for the Job, 85 Lesson 2 Check, #2, 87 Quest Check-In, 95 Lesson 4 Check, #7, 103 uDemonstrate Lab: Design and Build a Microscope, 128-131 Topic 3 Evidence-Based Assessment, 196-197

Oklahoma 2020 Academic Standards for Science Grade 6	Oklahoma Elevate Science Grade 6, ©2022
Performance Expectation	
6.LS1.3: Use an argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.	**SE/TE:** Structure of Animals, 48 Topic 1 Evidence-Based Assessment, 56-57 uDemonstrate Lab: It's Alive!, 58-61 uConnect Lab: How Is Your Body Organized?, 136–137 Organization of the Body, 139 Levels of Organization, 140-141 Human Organ Systems, 142-145 Lesson 1 Check, #8, 146 uEngineer It!: Artificial Skin, 147 Systems Working Together, 149-152 Interacting Systems, 153 Homeostasis, 154-156 Lesson 2 Check, #5, #6, 157 Case Study: Agents of Infection, 158-159 The Digestive System as a Whole, 169 Lesson 3 Check, #4, 170 Literacy Connection, 177 Respiratory System, 178-179 Lesson 4 Check, #3, 183 Topic 3 Evidence-Based Assessment, 196-197 uDemonstrate Lab: Reaction Research, 198-201 **Realize™ Digital Resources:** Quest: Peak Performance Plan uInvestigate Lab: Parts Working Together
Disciplinary Core Ideas	
6.LS1.3.DCI.1: 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.	**SE/TE:** Cellular Organization, 10 Human Organ Systems, 142-145 Lesson 1 Check, #8, 146 Systems Working Together, 149-152 Interacting Systems, 153
Science and Engineering Practices	
6.LS1.3.SEP.1: Engaging in Argument from Evidence: Use an oral and written argument supported by evidence to support or refute an explanation or a model for a phenomenon.	**SE/TE:** Reading Check, 139 Reading Check, 169 Literacy Connection, 143 Literacy Connection, 177 Lesson 1 Check, #8, 146
Crosscutting Concepts	
6.LS1.3.CCC.1: Systems and System Models: Systems may interact with other systems; they may have sub-systems and be a part of larger complex systems.	**SE/TE:** Organ Systems in the Human Body, 144-145 Lesson 1 Check, #3, #7, 146 Connect It!, 148, Connect It!, 172 Interacting Systems, 153 Quest Check-In, 157

Oklahoma 2020 Academic Standards for Science Grade 6	Oklahoma Elevate Science Grade 6, ©2022
Performance Expectation	
6.LS1.8: Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.	**SE/TE:** Quest Kickoff, 134-135 Connect It!, 138, 184 Stimulus and Response, 151 Plan It!, 151 Reflect, 185 Nervous System, 185-189 Model It!: Learning from Experience, 189 Lesson 5 Check, #3, #5, 193 Quest Check-In, 193 Topic 3 Evidence-Based Assessment, 196-197 uDemonstrate Lab: Reaction Research, 198-201 **Realize™ Digital Resources:** Quest: Peak Performance Plan
Disciplinary Core Ideas	
6.LS1.8.DCI.1: 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.	**SE/TE:** Connect It!, 138 Movement, 149 Stimulus and Response, 151 Plan It!, 151 Connect it!, 184 Neurons, 186 Reading Check, 186 Central Nervous System, 187 Model It!: Learning from Experience, 189 Lesson 5 Check, #3, 193 Quest Check-In, 193 Peripheral Nervous Systems, 188-189 Topic 3 Evidence-Based Assessment, 196-197 uDemonstrate Lab: Reaction Research, 198-201
Science and Engineering Practices	
6.LS1.8.SEP.1: Obtaining, Evaluating, and Communicating Information: Read and comprehend grade appropriate complex texts and/or other reliable media to summarize and obtain scientific and technical ideas.	**SE/TE:** Reading Check, 186 Reading Check, 189 Lesson 5 Check, #3, #4, #5, 193 Quest Check-In, 193 Topic 3 Evidence-Based Assessment, 196-197 uDemonstrate Lab: Reaction Research, 198-201
Crosscutting Concepts	
6.LS1.8.CCC.1: Cause and Effect: Cause and effect relationships may be used to predict phenomena in natural systems.	**SE/TE:** Connect It!, 184 Reflect, 185 Parts of the Nervous System, 187 Model It!: Learning from Experience, 189 Lesson 5 Check, #3, 193 Topic 3 Evidence-Based Assessment, 196-197 uDemonstrate Lab: Reaction Research, 198-201

Oklahoma 2020 Academic Standards for Science Grade 6	Oklahoma Elevate Science Grade 6, ©2022
Earth's Place in the Universe (ESS1)	
Performance Expectation	
6.ESS1.4: Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's geologic history.	**SE/TE:** Quest Kickoff, 622-623 uConnect Lab: Dividing History, 624-625 Connect It!, 626 Describing the Ages of Rocks, 627 Determining Relative Ages of Rocks, 628-630 Determining Absolute Ages of Rocks, 631-632 Lesson 1 Check, #4, 633 Case Study: Rewriting the History of Your Food, 634–635 Connect it!, 636 Reading Check, 637 The Geologic Time Scale, 637-639 Dividing Geologic Time, 640-641 Literacy Connection, 641 Lesson 2 Check, #1, #2, #4, #5, 642 Quest Check-In, 642 Major Events in the Paleozoic Era, 645-647 Major Events in the Mesozoic Era, 648-649 Major Events in the Cenozoic Era, 650 How Scientists Organize Earth's History, 651 Lesson 3 Check, #6, 652 **Realize™ Digital Resources:** Quest: The Big Fossil Hunt Realize Virtual Lab: The Story in the Strata
Disciplinary Core Ideas	
6.ESS1.4.DCI.1: The geologic time scale interpreted from rock strata provides a way to organize Earth's history.	**SE/TE:** Describing the Ages of Rocks, 627 Changes in Rocks, 630 Connect It!, 636 The Geologic Time Scale, 637-639 Lesson 2 Check, #1, #3, 642 Quest Check-In, 642 How Scientists Organize Earth's History, 651
6.ESS1.4.DCI.2: Major historical events include the formation of mountain chains and ocean basins, the adaptation and extinction of particular living organisms, volcanic eruptions, periods of massive glaciation, and development of watersheds and rivers through glaciation and water erosion.	**SE/TE:** Using Fossils, 629 Model It!: Using Fossils to Match Rock Layers, 629 The Geologic Time Scale, 637-639 Major Events in the Paleozoic Era, 645-647 Major Events in the Mesozoic Era, 648-649 Model It!: The End of the Dinosaurs, 649 Major Events in the Cenozoic Era, 650 How Scientists Organize Earth's History, 651 Lesson 3 Check, #3, #4, #5, 652

Oklahoma 2020 Academic Standards for Science Grade 6	Oklahoma Elevate Science Grade 6, ©2022
6.ESS1.4.DCI.3: Analyses of rock strata and the fossil record provide only relative dates, not an absolute scale.	**SE/TE:** Describing the Ages of Rocks, 627 Determining Relative Ages of Rocks, 628-630 Connect It!, 636 The Geologic Time Scale, 637
Science and Engineering Practices	
6.ESS1.4.SEP.1: Constructing Explanations: Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) 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.	**SE/TE:** uConnect Lab: Dividing History, 624-625 Connect It!, 626 Lesson 1 Check, #2, #4, 633 Quest Check-Ins, 633 Connect it!,, 636 Literacy Connection, 641 Lesson 2 Check, #5, 642 Lesson 3 Check, #4, #6, 652 uDemonstrate Lab: Core Sampling Through Time, 658-661
Crosscutting Concepts	
6.ESS1.4.CCC.1: Scale, Proportion, and Quantity: Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.	**SE/TE:** Radioactive Decay and Half-Life, 631 Question It!, 641 Lesson 2 Check, #3, 642 Interactivity, 649 How Scientists Organize Earth's History, 651

Oklahoma 2020 Academic Standards for Science Grade 6	Oklahoma Elevate Science Grade 6, ©2022
Earth's Systems (ESS2)	
Performance Expectation	
6.ESS2.1: Develop a model to describe the cycling of Earth's materials and the flow of energy that drives these processes within and among Earth's systems.	**SE/TE:** uConnect Lab, 460-461 Learning About Earth's Interior, 463-464 Movement in Earth's Mantle, 470-471 Lesson 1 Check, #4, 472 Mineral Formation, 478-481 Model It!: Diamond Formation, 480 Lesson 2 Check, #5, 482 How Rocks Form, 487-490 Quest Check-In, 491 The Cycling of Earth' Materials, 493-496 Model It!: Modeling the Cycling of Rock Material, 496 Lesson 4 Check, #5, 497 Case Study: Mighty Mauna Loa, 498-499 Topic 9 Review and Assess, #5, #14, #16, #17, 500-501 Topic 9 Evidence-Based Assessment, 502-503 uDemonstrate Lab: The Rock Cycle In Action, 504-507 **Realize™ Digital Resources:** uInvestigate Lab: Heat and Motion in a Liquid
Disciplinary Core Ideas	
6.ESS2.1.DCI.1: All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. This energy is derived from the sun and Earth's hot interior. The energy that flows and matter that cycles produces chemical and physical changes in Earth's materials.	**SE/TE:** Learning About Earth's Interior, 463-464 Lesson 1 Check, #4, 472 Mineral Formation, 478-481 Model It!: Diamond Formation, 480 Lesson 2 Check, #4, #5, 482 How Rocks Form, 487-490 Reading Check, 490 Lesson 3 Check, #2, 491 Quest Check-In, 491 The Cycling of Earth' Materials, 493-496 Model It!: Modeling the Cycling of Rock Material, 496 Lesson 4 Check, #2, #4, #5, 497

Oklahoma 2020 Academic Standards for Science Grade 6	Oklahoma Elevate Science Grade 6, ©2022
Science and Engineering Practices	
6.ESS2.1.SEP.1: Developing and Using Models: Develop and use a model to describe phenomena.	**SE/TE:** uConnect Lab: Build a Model of Earth, 460-461 Model It!: Modeling Earth's Interior, 468-469 Mantle Convection, 471 Hands-On Lab: uInvestigate, 478 Literacy Connection, 479 Model It!: Diamond Formation, 480 Lesson 2 Check, #5, 482 Quest Check-In, 491 The Rock Cycle, 495 Model It!: Modeling the Cycling of Rock Material, 496 Lesson 4 Check, #5, 497
Crosscutting Concepts	
6.ESS2.1.CCC.1: Stability and Change: Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and forces at different scales, including the atomic scale.	**SE/TE:** Lesson 1 Check, #4, 472 Connect It!, 474, Connect It!, 484 Sequencing Sedimentary Rock Formation, 488 Metamorphic Changes, 489 Eruption!, 490 Lesson 3 Check, #5, 491 Connect It!, 492 Lesson 4 Check, #2, #3, 497

Oklahoma 2020 Academic Standards for Science Grade 6	Oklahoma Elevate Science Grade 6, ©2022
Performance Expectation	
6.ESS2.2: Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.	**SE/TE:** Connect It!, 514, 524 Breaking Down Earth's Surface, 515 Weathering Earth's Surface, 516-518 Connect It!, 524 Changing Earth's Surface, 525 Mass Movement, 526-527 Hypothesis of Continental Drift, 569-571 Literacy Connection, 570 Reading Check, 571, 594, 599 The Theory of Plate Tectonics, 579-582 Plate Boundaries, 583-586 Stress and Earth's Crust, 591-592 New Landform from Plate Movement, 593-594 Reading Check, 594 Earthquakes, 595 Earthquake Risks and Tsunamis, 598-599 Reading Check, 599 Volcanoes and Plate Boundaries, 604-605 Volcano Landforms, 606-607 **Realize™ Digital Resources:** uInvestigate Lab: Moving Volcanoes uInvestigate Lab: Small, Medium, and Large
Disciplinary Core Ideas	
6.ESS2.2.DCI.1: The planet's systems interact over scales that range from microscopic to global in size; these interactions have shaped Earth's history and will determine its future.	**SE/TE:** Connect It!, 514 Breaking Down Earth's Surface, 515 Determine Meaning, 515 Soil Formation, 520 Lesson 1 Check, #2, #5, 522 Changing Earth's Surface, 525 Math Toolbox, 527 Loess Deposits, 529 How Water Causes Erosion, 533 Modeling How a River Changes Earth's Surface, 538 Lesson 3 Check, #4, 541 Math Toolbox, 546 Glacial Erosion, 547 The Theory of Plate Tectonics, 579-582 Stress and Earth's Crust, 591 Earthquake Risks and Tsunamis, 598-599 Hot Spot Volcanism, 605 Volcano Hazards, 608-610

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6.ESS2.2.DCI.2: Water's movements, both on the land and underground, cause weathering and erosion, which change the land's surface features and create underground formations.	**SE/TE:** Connect It!, 514 Breaking Down Earth's Surface, 515 Mechanical Weathering, 516 Chemical Weathering, 517 Lesson 1 Check, #1, #2, 522 Mass Movement, 526-527 Lesson 2 Check, #5, 530 Connect it!, 532 How Water Causes Erosion, 533-534 Water Erosion and Deposition Change Earth's Surface, 535-537 Model It!: Oxbow Lakes, 536 Modeling How a River Changes Earth's Surface, 538 Groundwater Changes Earth's Surface, 539-540 Lesson 3 Check, #2, #3, #4, 541 Glaciers Change Earth's Surface, 545-549 Model It!: SEP Develop Models, 549 Waves Change Earth's Surface, 550-552 Lesson 4 Check, #2, #3, #4, 553
Science and Engineering Practices	
6.ESS2.2.SEP.1: Constructing Explanations: Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) 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.	**SE/TE:** Connect It!, 514 Literacy Connection, 517 Soil Horizons, 520 Lesson 1 Check, #2, 522 Reading Check, 529 Lesson 2 Check, #3, #4, 530 Connect it!, 532 Reading Check, 538 Write About It, 539 Groundwater Erosion and Deposition, 539 Glacial Erosion, 547 Quest Check-In, 587 Lesson 3 Check, #2, 600 Divergent and Convergent Boundaries, 604 Lesson 4 Check, #2, 611
Crosscutting Concepts	
6.ESS2.2.CCC.1: Scale, Proportion, and Quantity: Time, space, and energy phenomena can be observed at various scales, using models to study systems that are too large or too small.	**SE/TE:** Soil Horizons, 520 Model It!: From Rock to Soil, 521 Math Toolbox, 527 Model It!: Oxbow Lakes, 536 Modeling How a River Changes Earth's Surface, 538 Model It!: SEP Develop Models, 549 Lesson 4 Check, #4, 553 Oceanic and Continental Crust, 580 Model It!: Ring of Fire, 582 Model It!: Hot Spot Modeling, 605 Math Toolbox, 609

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Performance Expectation	
6.ESS2.3: Analyze and interpret data on the patterns of distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.	**SE/TE:** Connect It!, 568 Hypothesis of Continental Drift, 569-571 Reading Check, 571 Mid-Ocean Ridges, 572 Sea-Floor Spreading, 573 Reading Check, 573 Ocean Trenches, 574-575 Lesson 1 Check, #2, #3, 576 Stress and Earth's Crust, 591-592 New Landforms from Plate Movement, 593-594 uDemonstrate Lab: Modeling Sea-Floor Spreading, 616-619 **Realize™ Digital Resources:** uInvestigate Lab: Piecing Together a Supercontinent Virtual Lab: Geological Processes and Evil Plans
Disciplinary Core Ideas	
6.ESS2.3.DCI.1: Tectonic processes continually generate new ocean sea floor at ridges and destroy old sea floor at trenches.	**SE/TE:** Mid-Ocean Ridges, 572 Sea-Floor Spreading, 573 Ocean Trenches, 574-575 Lesson 1 Check, #3, #4, #5, 576 Case Study: Australia on the Move, 588-589
6.ESS2.3.DCI.2: Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth's plates have moved great distances, collided, and spread apart.	**SE/TE:** Evidence for Continental Drift, 570-571 Lesson 1 Check, #2, 576
Science and Engineering Practices	
6.ESS2.3.SEP.1: Analyze and Interpret Data: Analyze and interpret data to determine similarities and differences in findings.	**SE/TE:** Lesson 1 Check, #2, #3, 576 Topic 11 Evidence-Based Assessment, 614-615
Crosscutting Concepts	
6.ESS2.3.CCC.1: Patterns: Patterns in rate of change and other numerical relationships can provide information about natural and human-designed systems.	**SE/TE:** Reading Check, 571 Model It!: Predicting North America's Movement, 575 Quest Check-In, 576

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Performance Expectation	
6.ESS2.4: Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.	**SE/TE:** uConnect Lab: Puddle Befuddlement, 356-357 Connect It!, 366 Water Enters the Atmosphere, 367-369 Virtual Activity, 369 Water Leaves the Atmosphere, 370-372 Model It!: CCC Patterns, 373 Lesson 2 Check, #1, #5, 374 uEngineer It!: Catching Water With a Net, 375 uDemonstrate Lab: Water From Trees, 408-411 **Realize™ Digital Resources:** uInvestigate Lab: How Clouds and Fog Form
Disciplinary Core Ideas	
6.ESS2.4.DCI.1: Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation, and crystallization, and precipitation, as well as downhill flows on land.	**SE/TE:** Connect It!, 366 Water Enters the Atmosphere, 367 Condensation, 368 Virtual Activity, 369 Water Leaves the Atmosphere, 370 Model It!: CCC Patterns, 373 Lesson 2 Check, #5, 374
6.ESS2.4.DCI.2: Global movements of water and its changes in form are propelled by sunlight and gravity.	**SE/TE:** Water Enters the Atmosphere, 367 The Water Cycle, 373 Lesson 2 Check, #1, 374
Science and Engineering Practices	
6.ESS2.4.SEP.1: Developing and Using Models: Develop a model to describe unobservable mechanisms.	**SE/TE:** uConnect Lab: Puddle Befuddlement, 356-357 Model It!: CCC Patterns, 373 Lesson 2 Check, #5, 374
Crosscutting Concepts	
6.ESS2.4.CCC.1: Energy and Matter: Within a natural or designed system, the transfer of energy drives the motion and/or cycling of matter.	**SE/TE:** Lesson 1 Check, #1, 374

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Performance Expectation	
6.ESS2.5: Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.	**SE/TE:** Earth's Insulator, 359-363 Energy in the Atmosphere, 363-364 Lesson 1 Check, #5, #6, 365 Major Air Masses, 377-378 Types of Fronts, 379-380 Model It!: SEP Develop Models, 381 Cyclones and Anticylones, 382 Quest Check-In, 383 How to Predict Weather, 385-387 Reading Check, 387 Learning from Weather Maps, 388-389 Lesson 4 Check, #2, 390 Case Study: The Case of the Runaway Hurricane, 402-403 Topic 7 Evidence-Based Assessment, 406-407 **Realize™ Digital Resources:** uInvestigate Lab: Tracking Weather Virtual Lab: Hurricane Season
Disciplinary Core Ideas	
6.ESS2.5.DCI.1: Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things.	**SE/TE:** Air Pressure, 361 Energy in the Atmosphere, 363-364 Lesson 1 Check, #5, 365 Connect It!, 376 Major Air Masses, 377-378 Types of Fronts, 379-380 Reading Check, 380 Model It!: SEP Develop Models, 381 Cyclones and Anticyclones, 382 Quest Check-In, 383
6.ESS2.5.DCI.2: These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns.	**SE/TE:** Model It!: Altitude and Air Density, 361 Winds, 364 Reading Check, 364 Connect It!, 376 Air Masses, 377 Types of Air Masses, 378 Reading Check, 378 Cyclones and Anticyclones, 382 Lesson 3 Check, #2, 383

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6.ESS2.5.DCI.3: Because these patterns are so complex, weather can be predicted only probabilistically.	**SE/TE:** How To Predict Weather, 385-387 Reading Check, 387 Learning from Weather Maps, 388-389 Lesson 4 Check, #2, 390
Science and Engineering Practices	
6.ESS2.5.SEP.1: Planning and Carrying Out Investigations: Collect data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.	**Realize™ Digital Resources:** uInvestigate Lab: History of Hazardous Weather uInvestigate Lab: Tracking Weather
Crosscutting Concepts	
6.ESS2.5.CCC.1: Cause and Effect: Cause and effect relationships may be used to predict phenomena in natural or designed systems.	**SE/TE:** Reading Check, 364 Literacy Connection, 380 Lesson 3 Check, #2, 383 Reading Check, 387 Lesson 4 Check, #2, 390

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Performance Expectation	
6.ESS2.6: Develop and use a model to describe how unequal heating and rotation of the Earth causes patterns of atmospheric and oceanic circulation that determine regional climates.	**SE/TE:** Energy in the Atmosphere, 363-364 Reading Check, 364 Lesson 1 Check, #5, #6, 365 Cyclones and Anticyclones, 382 Global Patterns and Local Weather, 387 Learning from Weather Maps, 388-389 Topic 7 Evidence-Based Assessment, 406-407 Heat Transfer in the Atmosphere, 423-425 Local Winds and Global Winds, 431-433 Model It!: Earth Is Heating Up, 432 Global Wind Patterns, 434-435 Lesson 2 Check, #4, 436 Surface Currents, 439-442 Literacy Connection, 441 Deep Ocean Currents, 443-444 Lesson 3 Check, #3, #4, 445 Topic 8 Review and Assess, #15, 449 Topic 8 Evidence-Based Assessment, 450-451 **Realize™ Digital Resources:** uInvestigate Lab: Modeling Ocean Current Formation
Disciplinary Core Ideas	
6.ESS2.6.DCI.1: Variations in density due to variations in temperature and salinity drive a global pattern on interconnected ocean currents.	**SE/TE:** Temperature, Salinity, and Density, 443 Global Ocean Conveyor, 444 Lesson 3 Check, #4, 445
6.ESS2.6.DCI.2: Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things.	**SE/TE:** Global Patterns and Local Weather, 387 Heat Transfer at Earth's Surface, 425 Local Winds, 431 Global Wind Patterns, 434-435 Lesson 2 Check, #5, 436 Effects on Climate, 441 Lesson 3 Check, #3, 445
6.ESS2.6.DCI.3: These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns.	**SE/TE:** Global Patterns and Local Weather, 387 Heat Transfer at Earth's Surface, 425 Local Winds and Global Winds, 431-433 Model It!: Earth Is Heating Up, 432 Global Wind Patterns, 434-435 Factors Affecting Surface Currents, 440 El Niño and La Niña, 442

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6.ESS2.6.DCI.4: The ocean exerts a major influence on weather and climate by absorbing energy from the sun, and globally redistributing it through ocean currents.	**SE/TE:** Global Patterns and Local Weather, 387 Effects on Climate, 441 Deep Ocean Currents, 443-444
Science and Engineering Practices	
6.ESS2.6.SEP.1: Developing and Using Models: Develop and use a model to describe phenomena.	**SE/TE:** Lesson 1 Check, #6, 365 Model It!: Earth Is Heating Up, 432 Global Wind Belts, 434 Lesson 2 Check, #4, 436 Global Conveyor Belt, 444 Lesson 3 Check, #4, 445 Topic 8 Review and Assess, #15, 449 Topic 8 Evidence-Based Assessment, 450-451
Crosscutting Concepts	
6.ESS2.6.CCC.1: Systems and System Models: Models can be used to represent systems and their interactions (such as inputs, processes, and outputs) and energy, matter, and information flows within the systems.	**SE/TE:** Lesson 1 Check, #6, 365 Model It!: Earth Is Heating Up, 432 Global Wind Belts, 434 Lesson 2 Check, #4, 436 Global Conveyor Belt, 444 Lesson 3 Check, #4, 445 Topic 8 Review and Assess, #15, 449 Topic 8 Evidence-Based Assessment, 450-451

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Earth and Human Activity (ESS3)	
Performance Expectation	
6.ESS3.2: Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.	**SE/TE:** Suspended Particles, 360 Connect It!, 392 Types of Severe Storms, 393-398 Floods and Drought, 399 Case Study: The Case of the Runaway Hurricane, 402-403 Topic 7 Evidence-Based Assessment, 406-407 uConnect Lab: How Does Gravity Affect Materials on a Slope?, 512-513 uEngineer It!: Ground Shifting Advances: Maps Help Predict, 523 Math Toolbox, 527 Case Study: Buyer Beware!, 542-543 uDemonstrate Lab: Materials on a Slope, 558-561 Earthquakes, 595-597 Model It!: Triangulation, 596 Math Toolbox, 597 Earthquake Risks and Tsunamis, 598-599 Volcanic Formations, 607 Volcano Hazards, 608-610 Math Toolbox, 609 Quest Check-Ins, 611 Topic 11 Evidence-Based Assessment, 614-615 **Realize™ Digital Resources:** Interactivity: Earthquake Engineering uInvestigate Lab: Analyze Earthquake Data to Identify Patterns
Disciplinary Core Ideas	
6.ESS3.2.DCI.1: Mapping the history of natural hazards in a region, combined with an understanding of related geologic forces, can help forecast the locations and likelihoods of future events.	**SE/TE:** Connect It!, 392 Model It!: How Thunderstorms Form, 395 The Path of Hurricane Sandy, 397 Hands-On Lab: uInvestigate, 397, 595 Virtual Lab, 397 Math Toolbox, 527 Lesson 2 Check, #4, #5, 530 uDemonstrate Lab: Materials on a Slope, 558-561 Earthquake Potential, 598 Earthquake Risks and Tsunamis, 598-599 Volcano Hazards, 608-610

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Science and Engineering Practices	
6.ESS3.2.SEP.1: Analyzing and Interpreting Data: Analyze and interpret data to provide evidence for phenomena.	**SE/TE:** Connect It!, 392 uConnect Lab: How Does Gravity Affect Materials on a Slope?, 512-513 Math Toolbox, 527 Lesson 2 Check, #5, 530 Model It!: Triangulation, 596 Math Toolbox, 597 Lesson 4 Check, #4, 611 Quest Check-Ins, 611
Crosscutting Concepts	
6.ESS3.2.CCC.1: Patterns: Graphs, charts, and images can be used to identify patterns in data.	**SE/TE:** Reading Check, 400 Lesson 5 Check, #2, 401 uConnect Lab: How Does Gravity Affect Materials on a Slope?, 512-513 Mass Movement, 526 Math Toolbox, 597 Math Toolbox, 609