

A Correlation of

# Elevate Science Modules

Grades 6-8, ©2019



To the

## CREC NGSS Curriculum Consortium

### Scope and Sequence

# Grade 6

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**Introduction**

This document demonstrates how the ***Elevate Science Modules ©2019*** program supports CREC NGSS Curriculum Consortium Scope and Sequence for Grade 6. Correlation page references are to the Student and Teacher's Editions and cited at the page level.

Pearson 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.

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<b>CREC NGSS Curriculum Consortium Scope and Sequence for Grade 6</b>	<b>Elevate Science Modules Grades 6-8 ©2019</b>
<b>Bundle 1: Cells and Systems (Concussions/Lyme)</b>	
(PS-MS-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.	<b>Systems, Reproduction, and Growth SE/TE:</b> 4, 7, 26, 33, 52-53, 54-57, 67
(PS-MS-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.	<b>Systems, Reproduction, and Growth SE/TE:</b> 74-75, 77, 81, 84, 86, 87, 89, 104-105
(PS-MS-LS1-3) Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.	<b>Systems, Reproduction, and Growth SE/TE:</b> 80, 110-111, 114-115, 122, 124-125, 133, 145, 146, 148, 153, 154, 159, 170-171, 172-173, 174-177
(PS-MS-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.	<b>Systems, Reproduction, and Growth SE/TE:</b> 111, 114, 122, 127, 160, 165, 169, 170-171, 174-177
(PS-MS-ETS1-1) 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.	<b>Systems, Reproduction, and Growth SE/TE:</b> 106-109
<b>Bundle 2: Reproduction (Birds/Bees)</b>	
(PS-MS-LS1-3) Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.	<b>Systems, Reproduction, and Growth SE/TE:</b> 121, 122, 133

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(PS-MS-LS1-4) 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.	<b>Systems, Reproduction, and Growth SE/TE:</b> 178-179, 192, 198, 200, 202, 205, 207, 208, 210, 224-225, 226-227
(PS-MS-LS1-5) Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.	<b>Systems, Reproduction, and Growth SE/TE:</b> 179, 212, 214-215, 216, 219, 220, 221, 222-223, 225, 226-227, 228-231
(PS-MS-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.	<b>Systems, Reproduction, and Growth SE/TE:</b> 111, 114, 122, 127, 160, 165, 169, 170-171, 174-177
(PS-MS-LS3-2) 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.	<b>Systems, Reproduction, and Growth SE/TE:</b> 182-183, 184, 187
(PS-MS-ETS1-2) Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	<b>Systems, Reproduction, and Growth SE/TE:</b> 201
<b>Bundle 3: Energy and Heat (Penguin Habitat/Sub-Saharan Medicine Drop)</b>	
(PS-MS-PS3-3) Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.	<b>Energy Transfer SE/TE:</b> 52-53, 69, 84-87

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(PS-MS-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.	<b>Energy Transfer</b> <b>SE/TE:</b> 56, 57-59, 67, 84-87
(PS-MS-PS3-5) 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.	<b>Energy Transfer</b> <b>SE/TE:</b> 24, 33-35, 39, 44-45, 46-49, 76, 79, 82-83
(PS-MS-ETS1-3) 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.	<b>Energy Transfer</b> <b>SE/TE:</b> 46-49, 78
<b>Bundle 4: Weather and Climate (Destructive Weather/Decline in Lobster Population)</b>	
(PS-MS-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.	<b>Cycles Influencing Weather and Climate</b> <b>SE/TE:</b> 14, 19, 20, 54-57  <b>Earth's Systems</b> <b>SE/TE:</b> 0-1, 8, 26, 37, 40-43
(PS-MS-ESS2-5) Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.	<b>Cycles Influencing Weather and Climate</b> <b>SE/TE:</b> 24, 25-26, 27, 29, 52-53

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(PS-MS-ESS2-6) 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.	<b>Cycles Influencing Weather and Climate SE/TE:</b> 11, 69, 78, 79, 84-85, 89, 92-93, 107, 108
(PS-MS-ESS3-3) Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	<b>Changing Earth and Human Activity SE/TE:</b> 116, 119, 120, 121  <b>Cycles Influencing Weather and Climate SE/TE:</b> 132, 135, 139, 140-143
(PS-MS-ESS3-5) Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.	<b>Cycles Influencing Weather and Climate SE/TE:</b> 66, 114-122, 123, 126-134, 136
(PS-MS-ETS1-2) Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	<b>Cycles Influencing Weather and Climate SE/TE:</b> 21, 54-57, 81, 140-143  For related content, please see: <b>Relationships Within Ecosystems SE/TE:</b> 119