

A Correlation of  
**Elevate Science**  
Kindergarten, ©2019



To the  
**Missouri**  
**Learning Standards for Science**  
**Kindergarten**

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**Introduction**

The following document demonstrates how the ***Elevate Science, ©2019*** program supports the Missouri Learning Standards for Science, Kindergarten. For each standard, correlation references are to the Student Edition and Teacher Edition where applicable.

***Elevate Science*** is a comprehensive K-5 science program that focuses on active, student-centered learning. It builds students' critical thinking, questioning, and collaboration skills, and fuels interest in STEM and creative problem solving while supporting literacy development for elementary-age learners. Developed to support Next Generation Science Standards (NGSS), ***Elevate Science*** integrates three dimensional learning of the Scientific and Engineering Practices, Crosscutting Concepts (CCC), and Disciplinary Core Ideas (DCIs).

The ***Elevate Science*** blended print and digital curriculum engages students in phenomena-based inquiry and hands-on investigations.

- Problem-based learning Quests put students on a journey of discovery
- Engineering-focused features infuse STEM learning
- Coding and innovation engage students and build 21<sup>st</sup> century skills

The Teacher's Edition of ***Elevate Science*** helps elementary educators teach science with confidence: Scaffolding, ELD, differentiated instruction, and an instructional organization based upon the 5E learning model, (Engage, Explore, Explain, Extend/Elaborate, Evaluate), provide all the support needed for successful teaching practices. Professional development offers point-of-use support. A full-view approach to inquiry and testing provides new options for a variety of hands-on labs and assessments for three-dimensional learning.

***Elevate Science*** 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 argument. 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>Missouri Learning Standards for Science, Kindergarten</b>		<b>Elevate Science Kindergarten ©2019</b>
<b>PS1 Matter and Its Interactions</b>		
PS1.A	Structure and Properties of Matter	
PS1.A.1	Make qualitative observations of the physical properties of objects (i.e., size, shape, color, mass).	<b>SE/TE:</b> Literacy Connection: Main Idea and Details, 41 Jumpstart Discovery!, 48 Investigate Lab: How are objects the same?, 49 Temperature and Weight, 52 Quest Check-In: How can you observe and sort objects, 54 Topic Assessment, 66-67 uDemonstrate Lab: How is one object different?, 70-71
PS2.A	Forces and Motion	
PS2.A.1	Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	<b>SE/TE:</b> uConnect Lab: How do things move?, 4 Literacy Connection: Cause and Effect, 5 Jumpstart Discovery!, 6 uInvestigate Lab: How can we make objects move?, 7 Pushes and Pulls, 8-9 Quest Connection, 9 Ways Objects Move, 10 uInvestigate Lab: How do objects move?, 13 Different Ways to Move, 14 Different Speeds, 15 STEM Quest Check-In: How can you build your sail car?, 16-17 Jumpstart Discovery!, 20 uInvestigate Lab: How do you roll?, 21 Direction and Motion, 24-25 Quest Check-In: How does wind move my sail car?, 26 Quest Findings: Wind Makes It Go, 28 Evidence-Based Assessment, 32-33 uDemonstrate Lab: How do objects change their motion?, 34-35

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PS2.A.2	Describe ways to change the motion of an object (i.e., how to cause an object to go slower, go faster, go farther, change direction, stop).	<b>SE/TE:</b> Quest Kickoff: Wind Makes It Go, 2-3 Ways Objects Move, 10 uInvestigate Lab: How do objects move?, 13 Different Ways to Move, 14 Different Speeds, 15 uEngineer It!: Maze Craze!, 18-19 Jumpstart Discovery!, 20 uInvestigate Lab: How do you roll?, 21 Direction and Motion, 24-25 Quest Check-In: How does wind move my sail car?, 26 uDemonstrate Lab: How do objects change their motion?, 34-35
<b>PS3 Energy</b>		
PS3.A	Definitions of Energy	
PS3.A.1	Make observations to determine the effect of sunlight on Earth's surface.	<b>SE/TE:</b> Quest Kickoff: Keep It Cool, 74-75 uConnect Lab: What can you observe about the sun?, 76 Jumpstart Discovery!, 78 uInvestigate Lab: What can the sun do?, 79 The Sun and Earth, 80-81 Jumpstart Discovery!, 86 uInvestigate Lab: Which objects change in the sun?, 87 The Sun Warms Earth, 88-89 Sunlight and Earth, 90-91 Quest Connection, 91 Quest Check-In Lab: Which material makes the best roof?, 92-93 Topic Assessment, 96-97 uDemonstrate Lab: Where is it warmer?, 100-101

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PS3.B	Conservation of Energy and Energy Transfer	
PS3.B.1	With prompting and support, use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.	<p><b>SE/TE:</b>            Quest Kickoff: Keep It Cool, 74-75            uEngineer It!: Sunny Days, 84-85            Engineering Practice-Toolbox: Plan an Investigation, 89            Quest Check-In Lab: Which material makes the best roof?, 92-93            Quest Findings: Keep It Cool, 94            Evidence-Based Assessment, 98-99            Quest Check-In: A Place to Sit, 168</p>

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<b>LS1 From Molecules to Organisms: Structure and Processes</b>	
LS1.C	Organization for Matter and Energy Flow in Organisms
LS1.C.1	<p>Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <p><b>SE/TE:</b>            Quest Kickoff: Let’s Build a Park, 146-147            uConnect Lab: What if plants do not get what they need?, 148            Jumpstart Discovery!, 150            Crosscutting Concepts Toolbox: Patterns, 152            Plants Need Sunlight, 152            Plants Need Air, 153            Literacy Toolbox: Alike and Different, 154            Plants Need Water, 154            Quest Connection, 154            Quest Check-In: Caring for Plants at the Park, 155            Jumpstart Discovery!, 156            Animals Need Food, 158            Animals Need Water, 159            Quest Connection, 159            Animals Need Air, 160            Quest Check-In: Fish in the Park, 161            uEngineer It!: It Is Cold Out There!, 162-163            Jumpstart Discovery!, 164            uInvestigate Lab: What should you wear?, 165            Crosscutting Concepts Toolbox: Patterns, 166            People are Animals, 166            Quest Connection, 167            People Need Clothes and Shelter, 167            uInvestigate Lab: How does a plant grow and change?, 171            uDemonstrate Lab: What needs do pets have?, 184-185</p>

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<b>ESS1 Earth's Place in the Universe</b>		
ESS1.B	Earth and the Solar System	
ESS1.B.1	Make observations during different seasons to relate the amount of daylight to the time of year.	<b>SE/TE:</b> For supporting content please see: uInvestigate Lab: What is the weather like in different seasons?, 123 Different Seasons, 124-125 Seasonal Changes, 126 TE only: Possible Misconceptions, 125
<b>ESS2 Earth's Systems</b>		
3SS2.D	Weather and Climate	
ESS2.D.1	Use and share observations of local weather conditions to describe patterns over time.	<b>SE/TE:</b> uConnect Lab: How does the weather change during the day?, 106 Jumpstart Discovery!, 108 Sunny and Not Sunny, 111 Connecting Concepts Toolbox: Patterns, 118 Sun or Rain, 118 Hot or Cold Weather, 119 Quest Connection, 119 Weather in Different Places, 120 Quest Check-In: Predict the Weather, 121 uInvestigate Lab: What is the weather like in different seasons?, 123 Different Seasons, 124-125 Quest Connection, 125 Quest Check-In: Seasonal Changes, 126 Topic Assessment, 138-139 uDemonstrate Lab: What is the weather like?, 142-143



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ESS2.E		Biogeology
ESS2.E.1	With prompting and support, construct an argument using evidence for how plants and animals (including but not limited to humans) can change the environment to meet their needs.	<p><b>SE/TE:</b>            Quest Kickoff: Trails for All, 188-189            uConnect Lab: How does a plant make a change to the place where it lives?, 190            Jumpstart Discovery!, 198            uInvestigate Lab: How do squirrels change the land?, 199            Quest Connection, 200            Where Plants Live, 200            Animals in Their Environment, 201            Quest Check-In: Changes in Nature, 203            uInvestigate Lab: How can you model changing the environment?, 205            Getting What We Need, 207            Quest Connection, 207            Quest Check-In Lab: How can people change the land?, 208            Evidence-Based Assessment, 224-225            uDemonstrate Lab: How can an animal change where it lives?, 226-227</p>
<b>ESS3 Earth and Human Activity</b>		
ESS3.A	Natural Resources	
ESS3.A.1	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	<p><b>SE/TE:</b>            Plants Need Water, 154            Animals Need Food, 158            Animals Need Water, 159            Quest Check-In: Fish in the Park, 161            uEngineer It!: It Is Cold Out There!, 162-163            Jumpstart Discovery!, 192            uInvestigate Lab: Who lives here?, 193            Needs, 194            Forests and Plains, 195            Deserts and Oceans, 196            Quest Connection, 196            Quest Check-In: A Nature Walk, 197</p>

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ESS3.B.	Natural Hazards	
ESS3.B.1	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	<b>SE/TE:</b> Getting What We Need, 207 Jumpstart Discovery!, 210 uInvestigate Lab: How can you make something useful?, 211 New Uses for Old Things, 212 Quest Connection, 212 Helping Earth, 213 What You Can Do, 214-215 Crosscutting Concepts Toolbox: Systems in Our World, 215 Quest Check-In Lab: How can we save our trails?, 216-217 Quest Findings: Trails for All, 220 Topic Assessment, 222-223 Evidence-Based Assessment, 224-225
<b>ETS1 Engineering Design</b>		
ETS1.A	Defining and Delimiting Engineering Problems	
ETS1.A.1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	<b>SE/TE:</b> uEngineer It!: Up and Away!, 62-63 uEngineer It!: Sunny Days, 84-85 uEngineer It!: Don't Blow Away!, 114-115 uEngineer It!: The Problem with a Tree, 218-219 Improve the Design, EM11
ETS1.B	Developing Possible Solutions	
ETS1.B.1	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	<b>SE/TE:</b> Quest Check-In: Shapes of Sails, 11 uEngineer It!: Don't Blow Away!, 114-115 Quest Check-In Lab: How does the wind move?, 134-135

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ETS1.C	Optimizing the Solution Process	
ETS1.C.1	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	<b>SE/TE:</b> Quest Check-In: How does wind move my sail car?, 26 uEngineer It!: The Problem with a Tree, 218-219