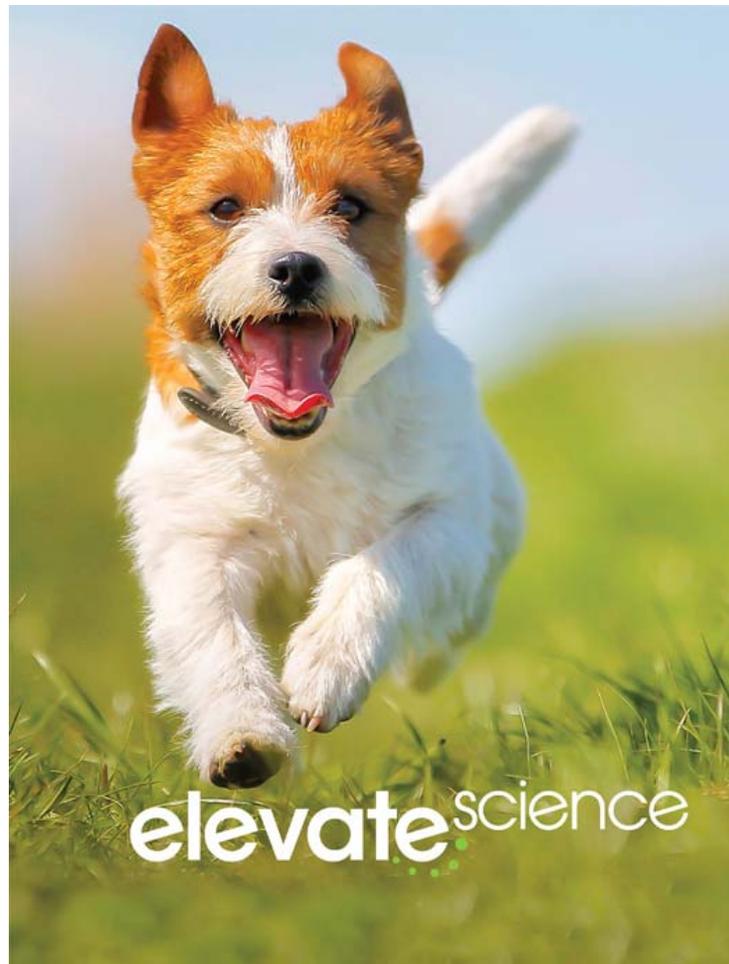


A Correlation of  
**Elevate Science**  
Kindergarten, ©2019



To the  
**Ohio New Learning Standards**  
**Science**

**A Correlation of Elevate Science ©2019, Kindergarten  
to the  
Ohio New Learning Standards – Science**

**Introduction**

The following document demonstrates how the ***Elevate Science, ©2019*** program supports the Ohio New Learning Standards - Science, Grade K. 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>Ohio New Learning Standards - Science</b>		<b>Elevate Science, ©2019</b>
ESS	Earth and Space Science	
ESS.1	Daily and Seasonal Changes: This topic focuses on observing, exploring, describing and comparing weather changes, patterns in the sky and changing seasons.	
ESS.1.1	Weather changes are long-term and short-term. Note: The focus is on observing the weather patterns of seasons. The reason for changing seasons is not appropriate for this grade level; this is found in grade 5.	
ESS.1.1.a	Weather changes occur throughout the day and from day to day.	<b>SE/TE:</b> uConnect Lab: How does the weather change during the day?, 106 Jumpstart Discovery!, 108 Temperature, 110 Sunny and Not Sunny, 111 Wind, 112 Quest Check-In: Weather Words, 113 Hot or Cold Weather, 119 Topic Assessment, 138-139 uDemonstrate Lab: What is the weather like?, 142-143
ESS.1.1.b	Air is a nonliving substance that surrounds Earth and wind is air that is moving.	<b>SE/TE:</b> Quest Kickoff: What makes it go? 2 Quest Findings, Wind Makes It Go, 28 Wind, 112 Quest Check-In Lab: How does the wind move?, 134-135

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ESS.1.1.c	Wind, temperature and precipitation can be used to document short-term weather changes that are observable.	<b>SE/TE:</b> Quest Kickoff: Chasing Storms, 104-105 uConnect Lab: How does the weather change during the day?, 106 Jumpstart Discovery!, 108 Temperature, 110 Quest Connection, 111 Sunny and Not Sunny, 111 Wind, 112 Quest Check-In: Weather Words, 113 uInvestigate Lab: How can you collect rain?, 117 Extreme Science: Thundersnow, 127 uDemonstrate Lab: What is the weather like?, 142-143
ESS.1.1.d	Yearly weather changes (seasons) are observable patterns in the daily weather changes.	<b>SE/TE:</b> Hot or Cold Weather, 119 Quest Check-In: Predict the Weather, 121 Jumpstart Discovery!, 122 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
ESS.1.2	The moon, sun and stars are visible at different times of the day or night.	
ESS.1.2.a	The moon, sun and stars are in different positions at different times of the day or night. Sometimes the moon is visible during the night, sometimes the moon is visible during the day and at other times, the moon is not visible at all. The observable shape of the moon changes in size very slowly throughout each day of every month. The sun is visible only during the day.	<b>SE/TE:</b> The Sun and Earth, 80-81 See also Grade 1, Topic 3, Sky and Earth, Lesson 2.

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ESS.1.2.b	The sun’s position in the sky changes in a single day and from season to season. Stars are visible at night, some are visible in the evening or morning and some are brighter than others.	See Grade 1, Topic 3, Sky and Earth, Lessons 1, 2, 3.
LS	Life Science	
LS.1	Physical and Behavioral Traits of Living Things: This topic focuses on observing, exploring, describing and comparing living things in Ohio.	
LS.1.1	Living things are different from nonliving things. Note 1: The focus is on the traits and behaviors of living things not on attributes of nonliving things. See Kindergarten Physical Science for nonliving things. Note 2: Listing the characteristics that distinguish living things from nonliving things is not appropriate at this grade level. Further details will appear in the model curriculum.	
LS.1.1.a	Living things include anything that is alive or has ever been alive. Living things have specific characteristics and traits. Living things grow and reproduce. Living things are found almost everywhere in the world. There are somewhat different kinds in different places.	<b>SE/TE:</b> Jumpstart Discovery!, 192 Investigate Lab: Who lives here?, 193 Forests and Plains, 195 Deserts and Oceans, 196 Quest Connection, 196 Topic Assessment, 222-223
LS.1.2	Living things have physical traits and behaviors, which influence their survival. Note: This concept is addressed in PreK, but is included here for districts that do not have a PreK program. Further information for districts is provided in the model curriculum section.	
LS.1.2.a	Living things are made up of a variety of structures. Some of these structures and behaviors influence their survival.	<b>SE/TE:</b> Grade K references support how living things’ structures influence their survival: Investigate Lab: How do plants get water?, 151 Investigate Lab: Which feet do the best job?, 157 Extreme Science: Hold It In!, 169 InvestigateLab: How does a plant grow and change?, 171 Quest Check-in Lab: How do caterpillars change?, 176-177 See also Grade 1, Topic 5, Living Things.

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PS	Physical Science	
PS.1	Properties of Everyday Objects and Materials: This topic focuses on the production of sound and on observing, exploring, describing and comparing the properties of objects and materials with which the student is familiar.	
PS.1.1	Objects and materials can be sorted and described by their properties.	
PS.1.1.a	Objects can be sorted and described by the properties of the materials from which they are made. Some of the properties can include color, size and texture.	<b>SE/TE:</b> uInvestigate Lab: How are objects the same?, 49 Quest Connection, 51 Temperature and Weight, 52 Quest Check-In: How can you observe and sort objects, 54 STEM Math Connection Measure and Sort, 55 Quest Connection, 58 Quest Check-In: How will you sort solids, liquids, and gases?, 60-61 Topic Assessment, 66-67 Evidence-Based Assessment, 68-69 uDemonstrate Lab: How is one object different?, 70-71
PS.1.2	Some objects and materials can be made to vibrate to produce sound.	
PS.1.2.a	Sound is produced by touching, blowing or tapping objects. The sounds that are produced vary depending on the properties of objects. Sound is produced when objects vibrate.	See Grade 1, Topic 1, Sound, Lessons 1 and 2.