

A Correlation of
Elevate Science
Kindergarten, ©2021



To the
Oklahoma
Academic Standards for Science 2014
Kindergarten

**A Correlation of Elevate Science ©2021, Kindergarten
to the
Oklahoma Academic Standards for Science 2014, Kindergarten**

Introduction

The following document demonstrates how the ***Elevate Science, ©2021*** program supports the Oklahoma Academic Standards for Science. 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 21st 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.

**A Correlation of Elevate Science ©2021, Kindergarten
to the
Oklahoma Academic Standards for Science 2014, Kindergarten**

Oklahoma Academic Standards for Science 2014 Kindergarten	Elevate Science, ©2021 Kindergarten
K-PS2 Motion and Stability: Forces and Interactions	
<p>K-PS2-1 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. Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other (e.g. ramps such as blocks or wooden moldings with cars and balls; paper towel threaded on rope or string across the classroom). Assessment Boundary is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.</p>	<p>SE/TE: Topic 1 Opener: Pushes and Pulls, 1 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 Objects Change Motion, 22 Quest Connection, 23 Quest Check-In: How does wind move my sail car?, 26 Quest Findings: Wind Makes It Go, 28 Topic Assessment, 30-31 Evidence-Based Assessment, 32-33 uDemonstrate Lab: How do objects change their motion?, 34-35</p>

**A Correlation of Elevate Science ©2021, Kindergarten
to the
Oklahoma Academic Standards for Science 2014, Kindergarten**

<p style="text-align: center;">Oklahoma Academic Standards for Science 2014 Kindergarten</p>	<p style="text-align: center;">Elevate Science, ©2021 Kindergarten</p>
<p>K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn and using a rope or string to pull an object. Assessment Boundary does not include friction as a mechanism for change in speed.</p>	<p>SE/TE: Quest Kickoff: Wind Makes It Go, 2-3 uConnect Lab: How do things move?, 4 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 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 Quest Findings: Wind Makes It Go, 28 Evidence-Based Assessment, 32-33 uDemonstrate Lab: How do objects change their motion?, 34-35</p>

**A Correlation of Elevate Science ©2021, Kindergarten
to the
Oklahoma Academic Standards for Science 2014, Kindergarten**

Oklahoma Academic Standards for Science 2014 Kindergarten	Elevate Science, ©2021 Kindergarten
K-PS3 Energy	
<p>K-PS3-1 Make observations to determine the effect of sunlight on Earth’s surface. Clarification Statement: Examples of Earth’s surface could include sand, soil, rocks, and water. Examples can extend beyond natural objects on Earth’s surface to include man-made objects such as plastics, asphalt, or concrete. Assessment Boundary of temperature is limited to relative measures such as warmer/ cooler.</p>	<p>SE/TE: Topic 3 Opener: Sunlight, 72-73 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 Engineering Practice Toolbox: Plan an Investigation, 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</p>
<p>K-PS3-2 Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. Clarification Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.</p>	<p>SE/TE: Quest Kickoff: Keep It Cool, 74-75 uEngineer It!: Sunny Days, 84-85 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>

**A Correlation of Elevate Science ©2021, Kindergarten
to the
Oklahoma Academic Standards for Science 2014, Kindergarten**

Oklahoma Academic Standards for Science 2014 Kindergarten	Elevate Science, ©2021 Kindergarten
K-LS1 From Molecules to Organisms: Structure and Processes	
<p>K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. Clarification Statement: Examples of patterns could include that plants make their own food while animals do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water. Assessment Boundary Students are not expected to understand the mechanisms of photosynthesis.</p>	<p>SE/TE: Topic 5 Opener: Needs of Living Things, 144-145 Quest Kickoff: Let’s Build a Park, 146-147 uConnect Lab: What if plants do not get what they need?, 148 Jumpstart Discovery!, 150 uInvestigate Lab: How do plants get water?, 151 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 People Need Clothes and Shelter, 167 Quest Connection, 167 uInvestigate Lab: How does a plant grow and change?, 171 Quest Connection, 175 Quest Findings: Let’s Build a Park, 178 Topic Assessment, 180-181 uDemonstrate Lab: What needs do pets have?, 184-185 uConnect Lab: How does a plant make a change to the place where it lives?, 190 Jumpstart Discovery!, 192 uInvestigate Lab: Who lives here?, 193 Needs, 194 Forests and Plains, 195 Deserts and Oceans</p>

**A Correlation of Elevate Science ©2021, Kindergarten
to the
Oklahoma Academic Standards for Science 2014, Kindergarten**

Oklahoma Academic Standards for Science 2014 Kindergarten	Elevate Science, ©2021 Kindergarten
K-ESS2 Earth's Systems	
<p>K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time. Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months. Assessment Boundary of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.</p>	<p>SE/TE: Quest Kickoff: Chasing Storms, 104-105 uConnect Lab: How does the weather change during the day?, 106 Jumpstart Discovery!, 108 uInvestigate Lab: How can you make it rain?, 109 Temperature, 110 Sunny and Not Sunny, 111 Wind, 112 Quest Check-In: Weather Words, 113 uInvestigate Lab: How can you collect rain?, 117 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 Jumpstart Discovery!, 122 uInvestigate Lab: What is the weather like in different seasons?, 123 Quest Connection, 125 Quest Check-In: Seasonal Changes, 126 Topic Assessment, 138-139 uDemonstrate Lab: What is the weather like?, 142-143</p>

**A Correlation of Elevate Science ©2021, Kindergarten
to the
Oklahoma Academic Standards for Science 2014, Kindergarten**

<p style="text-align: center;">Oklahoma Academic Standards for Science 2014 Kindergarten</p>	<p style="text-align: center;">Elevate Science, ©2021 Kindergarten</p>
<p>K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete, or a dandelion spreading seeds to generate more dandelions. Assessment Boundary Arguments should be based on qualitative not quantitative evidence.</p>	<p>SE/TE: Topic 6 Opener: Environments, 186-187 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 Plants and Animals Together, 202 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 Quest Findings: Trails for All, 220 Evidence-Based Assessment, 224-225 uDemonstrate Lab: How can an animal change where it lives?, 226-227</p>

**A Correlation of Elevate Science ©2021, Kindergarten
to the
Oklahoma Academic Standards for Science 2014, Kindergarten**

Oklahoma Academic Standards for Science 2014 Kindergarten	Elevate Science, ©2021 Kindergarten
K-ESS3 Earth and Human Activity	
<p>K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas; and, grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.</p>	<p>SE/TE: Topic 5 Opener: Needs of Living Things, 144-145 Quest Kickoff: Let’s Build a Park, 146-147 Jumpstart Discovery!, 150 uInvestigate Lab: How do plants get water?, 151 Plants Need Sunlight, 152 Plants Need Water, 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 Quest Check-In: Fish in the Park, 161 uEngineer It!: It Is Cold Out There!, 162-163 Jumpstart Discovery!, 164 People are Animals, 166 People Need Clothes and Shelter, 167 Quest Connection, 167 Quest Connection, 175 Quest Findings: Let’s Build a Park, 178 Topic Assessment, 180-181 uConnect Lab: How does a plant make a change to the place where it lives?, 190 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>

**A Correlation of Elevate Science ©2021, Kindergarten
to the
Oklahoma Academic Standards for Science 2014, Kindergarten**

Oklahoma Academic Standards for Science 2014 Kindergarten	Elevate Science, ©2021 Kindergarten
<p>K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. Clarification Statement: Emphasis is on local forms of severe weather and safety precautions associated with that severe weather.</p>	<p>SE/TE: Quest Kickoff: Chasing Storms, 104-105 Jumpstart Discovery!, 128 ulInvestigate Lab: What does a storm look like?, 129 Thunderstorms and Tornadoes, 130 Quest Connection, 131 Hurricanes, 131 Be Prepared, 132 Weather Watching, 133 Quest Findings: Chasing Storms, 136</p>

©2021 Savvas Learning Company