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To the

Utah Science with Engineering Education Standards (SEEd)

Kindergarten

SAVVAS

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To the
Utah SEEd Standards for Kindergarten

Table of Contents

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Utah SEEd Standards for Kindergarten

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KINDERGARTEN	
INTRODUCTION	
The kindergarten SEEd standards provide a framework for students to obtain, evaluate, and communicate information about how the Sun causes our weather patterns and how these patterns affect living systems. Students analyze information about the needs of living things (plants and animals, including humans) and how living things interact with their surroundings. Students investigate the effects of forces through push and pull interactions. Additionally, students design and evaluate solutions to problems that exist in these areas.	
Strand K.1: WEATHER PATTERNS	
Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather to identify patterns over time. Weather scientists forecast severe weather so that communities can prepare for and respond to these events. Sunlight warms Earth's surface.	
Standard K.1.1 Obtain, evaluate, and communicate information about local, observable weather conditions to describe patterns over time. Emphasize the students' collection and sharing of data. Examples of data could include sunny, cloudy, windy, rainy, cold, or warm. (ESS2.D)	**SE/TE:** uConnect Lab: How does the weather change during the day? 106 Temperature, 110 Sunny and Not Sunny, 111 Interactivity: Weather, 111 Wind, 112 Quest Check-In Weather Words, 113 uInvestigate Lab: How can you collect rain?, 117 Sun or Rain, 118 Crosscutting Concepts Toolbox: Patterns, 118 Hot or Cold Weather, 119 Interactivity: Record the 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 Interactivity: Seasons of the Year, 125 Assessment, 138-139 Evidence-Based Assessment, 140-141 uDemonstrate Lab: What is the weather like?, 142-143

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To the
Utah SEEd Standards for Kindergarten

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(Continued)	(Continued) **Realize™ Digital Resources:** **Earth's Weather** >Topic Launch: Earth's Weather>Quest Kickoff: Chasing Storms; >Song: Fun in the Weather; >Coloring Activity: Fun in the Weather >Lesson 1, Different Kinds of Weather>Video: Different Kinds of Weather; >Interactivity: Weather >Lesson 2, Weather Patterns>Video: Weather Patterns; >Interactivity: Record the Weather; >Quiz: Weather Patterns >Lesson 3, Seasons>Video: Seasons; >Interactivity: Seasons >Topic Close >Quest Findings: Chasing Storms
Standard K.1.2 Obtain, evaluate, and communicate information on the effect of forecasted weather patterns on human behavior. Examples could include how humans respond to local forecasts of typical and severe weather such as extreme heat, high winds, flash floods, thunderstorms, or snowstorms. (ESS3.B)	**SE/TE:** Quest Kickoff: Chasing Storms, 104-105 Interactivity: Weather, 111 Sunny and Not Sunny: Quest Connection, 111 Severe Weather: Jumpstart Activity, 128 uInvestigate Lab: What does a storm look like?, 129 Thunderstorms and Tornadoes: 130 Hurricanes: 131 Quest Connection, 131 Be Prepared, 132 Interactivity: Report Severe Weather, 132 Weather Watching, 133 Quest Findings: Chasing Storms, 136 **Realize™ Digital Resources:** **Earth's Weather** >Topic Launch: Earth's Weather>Video: Quest Kickoff: Chasing Storms >Lesson 1, Different Kinds of Weather>Interactivity: Weather >Lesson 4, Severe Weather>Video: Severe Weather; >Interactivity: Report Severe Weather; >Quiz: Severe Weather

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Standard K.1.3 Carry out an investigation using the five senses, to determine the effect of sunlight on different surfaces and materials. Examples could include measuring temperature, through touch or other methods, on natural and man-made materials in various locations throughout the day. (PS3.B)	**SE/TE:** uConnect Lab: What can you observe about the sun?, 76 uInvestigate Lab: What can the sun do?, 79 uInvestigate Lab: Which objects change in the sun?, 87 The Sun Warms Earth, 88-89 Sunlight and Earth, 90-91 Assessment, 96-97 uDemonstrate Lab: Where is it warmer?, 100-101 **Realize™ Digital Resources:** **Sunlight** >Lesson 2, Sunlight and Earth's Surface>Video: Sunlight and the Earth's Surface; >Interactivity: How Can the Sun Make Temperatures Change?
Standard K.1.4 Design a solution that will reduce the warming effect of sunlight on an area. Define the problem by asking questions and gathering information, convey designs through sketches, drawings, or physical models, and compare and test designs. (PS3.B, ETS1.A, ETS1.B, ETS1.C)	**SE/TE:** Quest Kickoff: 74-75 Quest Check-In: Staying Cool, 82 uEngineer It! Model STEM: Sunny Days, 84-85 STEM Quest Check-In Lab: Which material makes the best roof?, 92-93 Quest Findings: Keep It Cool, 94 Interactivity: Keep It Cool, 94 Evidence-Based Assessment, 98-99 **Realize™ Digital Resources:** **Sunlight** >Topic Launch, Sunlight> Quest Kickoff: Keep It Cool >Lesson 1, The Sun> uEngineer It Video!: Sunny Days >Topic Close, Sunlight and the Earth's Surface>Interactivity: Quest Findings: Keep It Cool

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Strand K.2: LIVING THINGS AND THEIR SURROUNDINGS	
Living things (plants and animals, including humans) depend on their surroundings to get what they need, including food, water, shelter, and a favorable temperature. The characteristics of surroundings influence where living things are naturally found. Plants and animals affect and respond to their surroundings.	
Standard K.2.1 Obtain, evaluate, and communicate information to describe patterns of what living things (plants and animals, including humans) need to survive. Emphasize the similarities and differences between the survival needs of all living things. Examples could include that plants depend on air, water, minerals, and light to survive, or animals depend on plants or other animals to survive. (LS1.C)	**SE/TE:** uConnect Lab: What if plants do not get what they need?, 148 uInvestigate Lab: How do plants get water?, 151 Plants Need Sunlight, 152 Crosscutting Concepts Toolbox: Patterns, 152 Plants Need Air, 153 Interactivity Plants Have Needs, 153 Plants Need Water, 154 Quest Check-In: Caring for Plants at the Park, 155 Animals Need Food, 158 Math Toolbox Count, 158 Animals Need Water, 159 Interactivity: Animals Have Needs, 159 Animals Need Air, 160 Quest Check-In: Fish in the Park, 161 People are Animals, 166 Crosscutting Concepts Toolbox: Patterns, 166 People Needs Clothes and Shelter, 167 Interactivity: People Have Needs, 167 Assessment, 180-181 Evidence-Based Assessment, 182-183 uDemonstrate Lab: What needs do pets have?, 184-185 **TE Only:** Focus on Mastery, Identifying Patterns, 161 **Realize™ Digital Resources:** **Needs of Living Things** >Lesson 1, Needs of Plants>Interactivity: Plants Have Needs >Lesson 2, Needs of Animals>Interactivity: Locating an Animal's Needs >Lesson 3, Needs of People>Interactivity: People Have Needs

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To the
Utah SEEd Standards for Kindergarten

Utah SEEd Standards Kindergarten	Elevate Science ©2019 Kindergarten
Standard K.2.2 Obtain, evaluate, and communicate information about patterns in the relationships between the needs of different living things (plants and animals, including humans) and the places they live. Emphasize that living things need water, air, and resources and that they live in places that have the things they need. Examples could include investigating plants grown in various locations and comparing the results or comparing animals with the places they live. (LS2.B, ESS3.A)	**SE/TE:** Quest Kickoff: Let's Build a Park, 146-147 Plants Need Sunlight, 152 Crosscutting Concepts Toolbox: Patterns, 152 People are Animals, 166 Crosscutting Concepts Toolbox: Patterns, 166 uDemonstrate Lab: What needs do pets have?, 184-185 Analyze and Interpret Data, 185 uInvestigate Lab: Who Lives Here?, 193 Needs, 194 Forests and Plains, 195 Deserts and Oceans, 196 **Realize™ Digital Resources:** **Needs of Living Things** >Lesson 1, Needs of Plants>Interactivity: Plants Have Needs >Lesson 2, Needs of Animals>Interactivity: Locating an Animal's Needs >Lesson 3, Needs of People>Interactivity: People Have Needs
Standard K.2.3 Obtain, evaluate, and communicate information about how living things (plants and animals, including humans) affect their surroundings to survive. Examples could include squirrels digging in the ground to hide their food, plant roots breaking concrete, or humans building shelters. (ESS2.E)	**SE/TE:** Quest Kickoff: Trails for All, 188-189 uConnect Lab How does a plant make a change to the place where it lives?, 190 Literacy Connection: Sequence, A Squirrel Hides Food, 191 uInvestigate Lab How do squirrels change the land?, 199 Where Plants Live, 200 Quest Connection, 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 They Need, 207 uDemonstrate Lab How can an animal change where it lives?, 226-227

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To the
Utah SEEd Standards for Kindergarten

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(Continued)	(Continued) **Realize™ Digital Resources: Environments** >Topic Launch: Environments> Video: Quest Kickoff: Trails for All; Environments >Lesson 2, Plants and Animals Change the Environment>Video: Plants and Animals Change the Environment;>Interactivity: Living Things Affect the Environment >Lesson 3, People Change the Environment>Video: People Change the Environment; Interactivity: People Affect the Environment
Standard K.2.4 Design and communicate a solution to address the effects that living things (plants and animals, including humans) experience while trying to survive in their surroundings. Define the problem by asking questions and gathering information, convey designs through sketches, drawings, or physical models, and compare designs. Emphasize students working from a plant, animal, or human perspective. Examples could include a plant growing to get more sunlight, a beaver building a dam, or humans caring for the Earth by reusing and recycling natural resources. (ESS3.C, ETS1.A, ETS1.B, ETS1.C)	**SE/TE:** uEngineer It! Model STEM: Sunny Days, 84-85 uEngineer It!, Don't Blow Away, 114-115 People and Resources, 206 Getting What We Need, 207 STEM uInvestigate Lab: How can you make something useful?, 211 New Uses for Old Things, 212 Interactivity: Who Is Helping Care for Earth, 212 Helping Earth, 213 What You Can Do, 214-215 Evidence-Based Assessment, 224-225 **Realize™ Digital Resources: Environments** >Topic Launch: Environments>Quest Kickoff: Trails for All >Lesson 3, People Change the Environment>Video: People Change the Environment >Lesson 4, People Can Protect the Environment >Video: People Can Protect the Environment; >Interactivity: Who is helping care for Earth?

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To the
Utah SEEd Standards for Kindergarten

Utah SEEd Standards Kindergarten	Elevate Science ©2019 Kindergarten
Strand K.3: FORCES, MOTION, AND INTERACTIONS	
The motion of objects can be observed and described. Pushing or pulling on an object can change the speed or direction of an object's motion and can start or stop it. Pushes and pulls can have different strengths and different directions. A bigger push or pull makes things go faster and when objects touch or collide, they push on one another and can change motion.	
Standard K.3.1 Plan and conduct an investigation to compare the effects of different strengths or different directions of forces on the motion of an object. Emphasize forces as a push and pull on an object. The idea of strength should be kept separate from the idea of direction. Non-contact forces, such as magnets and static electricity, will be taught in Grades 3 through 5. (PS2.A, PS2.B, PS2.C, PS3.C)	**SE/TE:** Quest Kickoff: Wind Makes It Go, 2-3 uConnect Lab: How do things move?, 4 Literacy Connection: Cause and Effect, 5 uInvestigate: How can we make objects move?, 7 Pushes and Pulls, 8-9 Engineering Toolbox: Conduct an Investigation, 9 Ways Objects Move, 10 Interactivity: Push and Pull, 10 uInvestigate Lab: How do objects move?, 13 Different Ways to Move, 14 Interactivity: How Objects Move, 14 Different Speeds, 15 Crosscutting Concepts Toolbox, 15 uEngineer It! Design STEM: Maze Craze, 18-19 uInvestigate Lab: How do you roll?, 21 Objects Change Motion, 22 Interactivity: Motion and Direction, 22 Direction and Motion, 24-25 Evidence Based Assessment, 32-33 uDemonstrate Lab, 34-35 **Realize™ Digital Resources:** **Pushes and Pulls** >Topic Launch: Pushes and Pulls>Quest Kickoff: Wind Makes It Go; >Song: Use Some Force! >Lesson 1, Pushes and Pulls>Video: Pushes and Pulls; >Interactivity: Push and Pull >Lesson 2, Change in Movement>Video: Change in Movement; >Interactivity: How Objects Move >Lesson 3, Change Movement with Pushes and Pulls>Video: Change Movement with Pushes and Pulls; >Interactivity: Motion and Direction >Topic Close: Pushes and Pulls> Quest Findings: Wind Makes It Go

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To the
Utah SEEd Standards for Kindergarten

Utah SEEd Standards Kindergarten	Elevate Science ©2019 Kindergarten
Standard K.3.2 Analyze data to determine how a design solution causes a change in the speed or direction of an object with a push or a pull. Define the problem by asking questions and gathering information, convey designs through sketches, drawings, or physical models, and compare and test designs. Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, or knock down other objects. (PS2.A, PS2.B, PS2.C, PS3.C, ETS1.A, ETS1.B, ETS1.C)	**SE/TE:** Quest Kickoff: Wind Makes It Go, 2-3 Quest Check-In: Shapes of Sails, 11 STEM Quest Check-In Lab: How can you build your sail car?, 16-17 uEngineer It! Design STEM: Maze Craze!, 18-19 STEM Quest Check-In Lab: How does wind move my sail car?, 26 Quest Findings: Wind Makes It Go, 28 **TE Only:** Focus on Mastery, 2 Focus on Mastery: Designing Solutions, 17 Focus on Mastery: Analyzing and Interpreting Data, 17 **Realize™ Digital Resources:** **Pushes and Pulls** >Topic Launch: Pushes and Pulls>Quest Kickoff: Wind Makes It Go >Lesson 2, Change in Movement>Video: Change in Movement; Interactivity: How Objects Move >Lesson 3, Change Movement with Pushes and Pulls>Video: Change Movement with Pushes and Pulls; >Interactivity: Motion and Direction Topic Close: Pushes and Pulls>Quest Findings: Wind Makes It Go