

A Correlation of
Elevate Science
Course 1, ©2019



To the
Iowa Core
Science Standards
Grade 6



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Introduction

This document demonstrates how the ***Elevate Science* ©2019** program supports the Iowa Core Science Standards, 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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Iowa Core Science Standards Grade 6	Elevate Science Course 1, ©2019
Matter and Its Interactions (MS-PS1)	
(MS-PS1-1) Develop models to describe the atomic composition of simple molecules and extended structures	SE/TE: xviii–xix, 4–12, 34–35, 36–37 This standard is also addressed in Elevate Science, Course 3: SE/TE: 4–13, 14–15, 16–37, 38–47, 60–63
(MS-PS1-2) Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.	SE/TE: xviii–xix, 2–3, 13, 14–21, 22–23, 24–32, 33, 34–35, 38–41 This standard is also addressed in Elevate Science, Course 3: SE/TE: 2, 3, 38, 68–76, 78–88, 92
(MS-PS1-4) Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.	SE/TE: 42–43, 44–45, 46–54, 55, 56–64, 65, 66–75, 76–77, 78–79, 80–81, 82–85, 218–219, 222–229, 268–271
(MS-PS1-5) Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.	This standard is addressed in Elevate Science, Course 3: SE/TE: 90–97, 109
(MS-PS1-6) Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.	This standard is addressed in Elevate Science, Course 3: SE/TE: 66–67, 84, 85
Earth’s Systems (MS-ESS2)	
(MS-ESS2-1) Develop a model to describe the cycling of Earth’s materials and the flow of energy that drives this process.	SE/TE: 174–185, 210–211, 276–291, 292–300, 302–309, 310–317, 318–325
(MS-ESS2-2) Construct an explanation based on evidence for how geoscience processes have changed Earth’s surface at varying time and spatial scales.	SE/TE: 326–329, 340–351, 352–362, 364–381, 382–395, 396–403, 404–415, 416–425, 426–433

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(MS-ESS2-3) Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.	SE/TE: 326–329, 330–338, 374–375, 378–381
Earth and Human Activity (MS-ESS3)	
(MS-ESS3-1) Construct a scientific explanation based on evidence for how the uneven distributions of Earth’s mineral, energy, and groundwater resources are the result of past and current geoscience processes.	This standard is addressed in Elevate Science, Course 2: SE/TE: 286–289, 290–299, 300–306, 308–317, 318–324, 326–333, 371, 378, 380–381
(MS-ESS3-2) Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.	SE/TE: 218–229, 256–271, 326–329, 352–362, 364–381, 382–385, 396–403, 426–433
From Molecules to Organisms: Structures and Processes (MS-LS1)	
(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.	SE/TE: 434–435, 438–449, 460–471, 472–483, 484–491 This standard is also addressed in Elevate Science, Course 2: SE/TE: 4–12, 60–67
(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	SE/TE: 472–483, 484–487 This standard is also addressed in Elevate Science, Course 2: SE/TE: 6–12, 14–23, 24–31, 32–39, 60–63
(MS-LS1-3) Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.	SE/TE: 472–483, 484–487 This standard is also addressed in Elevate Science, Course 2: SE/TE: 68–71, 72–80, 82–91, 92–93, 94–104, 106–117, 130–131

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(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.	This standard is addressed in Elevate Science, Course 2: SE/TE: 68–71, 72–80, 85, 118–127, 128–131, 132–135
(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.	This standard is addressed in Elevate Science, Course 2: SE/TE: 136–137, 140–149, 154, 158, 182–183 This standard is addressed in Elevate Science, Course 3: SE/TE: 172–181, 182–183, 184–192
Engineering Design (MS-ETS1)	
(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	SE/TE: 38–41, 55, 106, 322–325 This standard is also addressed in Elevate Science, Course 2: SE/TE: 64–67, 234–235, 252, 265, 288–289, 330–333, 513 This standard is also addressed in Elevate Science, Course 3: SE/TE: 66–67, 84, 85, 118–119, 382–383, 495, 533
(MS-ETS1-2) Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	SE/TE: 55, 106, 125, 165, 322–325 This standard is also addressed in Elevate Science, Course 2: SE/TE: 252, 265, 479, 489, 513, 540–543 This standard is also addressed in Elevate Science, Course 3: SE/TE: 66–67, 84, 85, 106–107, 118–119, 334–337, 340–341, 382–383, 412, 495

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<p>(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.</p>	<p>SE/TE: 33, 116, 165, 170-173, 413, 430-433</p> <p>This standard is addressed in Elevate Science, Course 2: SE/TE: 489, 513</p> <p>This standard is addressed in Elevate Science, Course 3: SE/TE: 66-67, 84, 85, 97, 112-115, 164-167, 225, 230-233, 533, 535</p>
<p>(MS-ETS1-4) Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.</p>	<p>SE/TE: 33, 82-85, 106, 132-135, 154, 174-175, 378-381, 382-383, 413, 425, 430-433</p> <p>This standard is also addressed in Elevate Science, Course 2: SE/TE: 64-67, 132-135, 265, 330-333, 415, 424-425, 479, 489, 513, 540-543</p> <p>This standard is also addressed in Elevate Science, Course 3: SE/TE: 66-67, 84, 85, 112-115, 118-119, 164-167, 334-337</p>