

A Correlation of
Elevate Science
Kindergarten, ©2019



To the
Iowa Core Science Standards
Kindergarten

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Introduction

The following document demonstrates how the ***Elevate Science, ©2019*** program supports the Iowa Core New Science Standards (NGSS), 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 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.

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K-PS2 Motion and Stability: Forces and Instructions	
Performance Expectation 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.	SE/TE: 4, 7-11, 12, 13, 16-17, 18-19, 21, 24-25, 26, 28, 32-35
Performance Expectation 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.	SE/TE: 11, 16-17, 18-19, 26, 30-31, 34-35, 115
K-PS3 Energy	
Performance Expectation K-PS3-1	
Make observations to determine the effect of sunlight on Earth's surface.	SE/TE: 72-76, 78-81, 84-85, 87, 88-89, 90-91, 92-93, 96-97
Performance Expectation K-PS3-2	
Use tools and materials provided to design and build a structure that will reduce the warming effect of sunlight on an area.	SE/TE: 74-75, 81-82, 89, 90, 92-94, 114-115
K-LS1 from Molecules to Organisms: Structures and Processes	
Performance Expectation K-LS1-1	
Use observations to describe patterns of what plants and animals (including humans) need to survive.	SE/TE: 79, 87, 146-148, 151, 157, 164-169, 171, 175, 178, 180-181, 184-185

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K-ESS2 Earth's Systems	
Performance Expectation K-ESS2-1	
Use and share observations of local weather conditions to describe patterns over time.	SE/TE: 106-108, 110, 113, 118-129
Performance Expectation K-ESS2-2	
Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	SE/TE: 188-192, 200-210, 226-229
K-ESS3 Earth and Human Activity	
Performance Expectation K-ESS3-1	
Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.	SE/TE: 152-156, 158-165, 170, 178-179, 194-195, 197-198, 207
Performance Expectation K-ESS3-2	
Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.	SE/TE: 106-107, 129-138
Performance Expectation K-ESS3-3	
Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	SE/TE: 190-191, 212, 226-227
Engineering Design	
Performance Expectation K-2-ETS1-1	
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.	SE/TE: 38-39, 87, 114-117, 136-137, 164-165, 220-221, EM11

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Performance Expectation K-2-ETS1-2	
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.	SE/TE: 11, 62–63, 82, 84–85, 116–117, 136–137, 148–149, 164–165, 180, 219, EM11
Performance Expectation K-2-ETS1-3	
Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	SE/TE: 26, 116–117