

New Energy for Science

Houghton Mifflin Harcourt™

**ScienceFusion, ScienceSaurus, and Science
& Engineering Leveled Readers** correlated to the
**Oklahoma Academic Standards for Science:
Disciplinary Core Ideas** Grade K



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ScienceFusion, ScienceSaurus, and Science & Engineering Leveled Readers
 correlated to the
Oklahoma Academic Standards for Science: Disciplinary Core Ideas, Kindergarten

Oklahoma Academic Standards: Disciplinary Core Ideas Kindergarten	Citations In the <i>ScienceFusion</i> digital curriculum, students encounter the same science concepts, vocabulary, and inquiry as they see in the Student Edition, but written with new examples or scenarios to provide an alternative digital experience for every write-in textbook lesson.
K-PS2-1: Motion and Stability: Forces and Interactions	
<p>Forces and Motion:</p> <ul style="list-style-type: none"> • Pushes and pulls can have different strengths and directions. • Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. 	<p><u>ScienceFusion Grade K</u></p> <p>SE/Digital Curriculum U10 L31: How Can We Change the Way Things Move?, pp. 135–138</p> <p>TE/Digital Curriculum U10 L31: How Can We Change the Way Things Move?, pp. 334–341</p> <p><u>ScienceFusion Grade 1</u></p> <p>SE/Digital Curriculum U6 L6: How Can We Change the Way Objects Move?, pp. 379–390</p> <p>TE/Digital Curriculum U6 L6: How Can We Change the Way Objects Move?, pp. 379A–390A</p> <p><u>ScienceSaurus Grades K–1 (Yellow Level)</u> Pages 110–113</p>

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<p>K-PS2-1: Motion and Stability: Forces and Interactions (Continued)</p>	
<p>Types of Interactions:</p> <ul style="list-style-type: none"> When objects touch or collide, they push on one another and can change motion. 	<p>ScienceFusion Grade K SE/Digital Curriculum U10 L31: How Can We Change the Way Things Move?, pp. 135–138 TE/Digital Curriculum U10 L31: How Can We Change the Way Things Move?, pp. 334–341</p> <p>ScienceFusion Grade 1 SE/Digital Curriculum U6 L6: How Can We Change the Way Objects Move?, pp. 379–390 TE/Digital Curriculum U6 L6: How Can We Change the Way Objects Move?, pp. 379A–390A</p> <p>ScienceSaurus Grades K–1 (Yellow Level) Page 111</p>
<p>Relationship Between Energy and Forces:</p> <ul style="list-style-type: none"> A bigger push or pull makes things speed up or slow down more quickly. 	<p>ScienceFusion Grade K SE/Digital Curriculum U10 L31: How Can We Change the Way Things Move?, pp. 135–138 TE/Digital Curriculum U10 L31: How Can We Change the Way Things Move?, pp. 334–341</p> <p>ScienceFusion Grade 1 SE/Digital Curriculum U6 L6: How Can We Change the Way Objects Move?, pp. 379–390 TE/Digital Curriculum U6 L6: How Can We Change the Way Objects Move?, pp. 379A–390A</p> <p>ScienceSaurus Grades K–1 (Yellow Level) Page 117</p>

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<p>K-PS2-2: Motion and Stability: Forces and Interactions</p>	
<p>Forces and Motion:</p> <ul style="list-style-type: none"> • Pushes and pulls can have different strengths and directions. • Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. 	<p>ScienceFusion Grade K SE/Digital Curriculum U10 L31: How Can We Change the Way Things Move?, pp. 135–138 TE/Digital Curriculum U10 L31: How Can We Change the Way Things Move?, pp. 334–341</p> <p>ScienceFusion Grade 1 SE/Digital Curriculum U6 L6: How Can We Change the Way Objects Move?, pp. 379–390 TE/Digital Curriculum U6 L6: How Can We Change the Way Objects Move?, pp. 379A–390A</p> <p>ScienceSaurus Grades K–1 (Yellow Level) Pages 110–113</p>
<p>Defining Engineering Problems: (secondary to K-PS2-2)</p> <ul style="list-style-type: none"> • A situation that people want to change or create can be approached as a problem to be solved through engineering. • Such problems may have many acceptable solutions. 	<p>ScienceFusion Grade 1 SE/Digital Curriculum U2 L1: How Do Engineers Work?, pp. 47–58 U2 L2: How Can We Solve a Problem?, pp. 59–60 TE/Digital Curriculum U2 L1: How Do Engineers Work?, pp. 47A–58A U2 L2: How Can We Solve a Problem?, pp. 59A–60A</p> <p>Science and Engineering Leveled Readers: Grade K Grade K Unit 2 On-Level/Extra-Support Readers: <i>How Can We Solve Problems?</i> Grade K Teacher Guide: pages 13–17, 19</p> <p>Grade K Unit 2 Enrichment Reader: <i>Make a Better Bird Feeder</i> Grade K Teacher Guide: pages 21–23</p>

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<p align="center">Oklahoma Academic Standards: Disciplinary Core Ideas Kindergarten</p>	<p align="center">Citations</p> <p>In the <i>ScienceFusion</i> digital curriculum, students encounter the same science concepts, vocabulary, and inquiry as they see in the Student Edition, but written with new examples or scenarios to provide an alternative digital experience for every write-in textbook lesson.</p>
<p>K-PS3-1: Energy</p>	
<p>Conservation of Energy and Energy Transfer:</p> <ul style="list-style-type: none"> • Sunlight warms Earth’s surface. 	<p><u>ScienceSaurus Grades K–1 (Yellow Level)</u> Page 74</p>
<p>K-PS3-2: Energy</p>	
<p>Conservation of Energy and Energy Transfer:</p> <ul style="list-style-type: none"> • Sunlight warms Earth’s surface. 	<p><u>ScienceSaurus Grades K–1 (Yellow Level)</u> Page 74</p>
<p>K-LS1-1: From Molecules to Organisms: Structure and Processes</p>	
<p>Organization for Matter and Energy Flow in Organisms:</p> <ul style="list-style-type: none"> • All animals need food in order to live and grow. • Animals obtain their food from plants or from other animals. 	<p><u>ScienceFusion Grade K</u> SE/Digital Curriculum U2 L3: What Do Animals Need?, pp. 27–30 TE/Digital Curriculum U2 L3: What Do Animals Need?, pp. 66–73</p> <p><u>Science and Engineering Leveled Readers: Grade K</u> Grade K Unit 9 On-Level/Extra-Support Readers: <i>What Can We Learn About Animals?</i> Grade K Teacher Guide: pages 97–104</p> <p><u>ScienceSaurus Grades K–1 (Yellow Level)</u> Pages 29–30</p>

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<p>Organization for Matter and Energy Flow in Organisms:</p> <ul style="list-style-type: none"> Plants need water and light to live and grow. 	<p>ScienceFusion Grade K SE/Digital Curriculum U3 L10: What Do Plants Need?, pp. 39–42 TE/Digital Curriculum U3 L10: What Do Plants Need?, pp. 98–105</p> <p>Science and Engineering Leveled Readers: Grade K Grade K Unit 10 On-Level/Extra-Support Readers: <i>What Are Plants?</i> Grade K Teacher Guide: pages 109–116</p> <p>Grade K Unit 10 Enrichment Reader: <i>Inside a Seed</i> Grade K Teacher Guide: pages 117–120</p> <p>ScienceSaurus Grades K–1 (Yellow Level) Pages 21–22</p>
<p>K-ESS2-1: Earth’s Systems</p>	
<p>Weather and Climate:</p> <ul style="list-style-type: none"> 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 and to notice patterns over time. 	<p>ScienceFusion Grade K SE/Digital Curriculum U7 L20: What Is Weather?, pp. 81–86 U7 L21: How Can We Measure Weather?, pp. 87–90 TE/Digital Curriculum U7 L20: What Is Weather?, pp. 212–221 U7 L21: How Can We Measure Weather?, pp. 222–229</p> <p>ScienceFusion Grade 1 SE/Digital Curriculum U7 L1: What Is Weather?, pp. 257–266 U7 L1: What Can We Observe About Weather?, pp. 267–269 TE/Digital Curriculum U7 L1: What Is Weather?, pp. 257A–266A</p>

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	<p>U7 L1: What Can We Observe About Weather?, pp. 267A–270A</p> <p>Science and Engineering Leveled Readers: Grade K Grade K Unit 7 On-Level/Extra-Support Readers: <i>How Can We Describe Weather and Seasons?</i> Grade K Teacher Guide: pages 73–80</p> <p>Grade K Unit 7 Enrichment Reader: <i>Sun, Storm, Sun Again</i> Grade K Teacher Guide: pages 81–92</p> <p>ScienceSaurus Grades K–1 (Yellow Level) Pages 64–72</p>
<p>K-ESS2-2: Earth’s Systems</p>	
<p>Biogeology:</p> <ul style="list-style-type: none"> Plants and animals can change their environment. 	<p>ScienceFusion Grade K SE/Digital Curriculum U2 L7: What Do Animals Need?, pp. 27–30</p> <p>TE/Digital Curriculum U2 L7: What Do Animals Need?, pp. 66–73</p>

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<p>Human Impacts on Earth Systems:</p> <ul style="list-style-type: none"> • Things that people do to live comfortably can affect the world around them. 	<p>ScienceFusion Grade K</p> <p>SE/Digital Curriculum U6 L19: How Do We Use and Conserve Natural Resources?, pp. 75–80</p> <p>TE/Digital Curriculum U6 L19: How Do We Use and Conserve Natural Resources?, pp. 194–203</p> <p>Science and Engineering Leveled Readers: Grade K</p> <p>Grade K Unit 6 On-Level/Extra-Support Readers: <i>What Are Some Natural Resources?</i></p> <p>Grade K Teacher Guide: pages 61–68</p> <p>Grade K Unit 6 Enrichment Reader: <i>Saving Water</i></p> <p>Grade K Teacher Guide: pages 69–72</p> <p>ScienceSaurus Grades K–1 (Yellow Level)</p> <p>Pages 80–89</p>

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<p>K-ESS3-1: Earth and Human Activity</p>	
<p>Natural Resources:</p> <ul style="list-style-type: none"> • Living things need water, air, and resources from the land, and they live in places that have the things they need. • Humans use natural resources for everything they do. 	<p>ScienceFusion Grade K</p> <p>SE/Digital Curriculum U2 L4: What Are Living Things?, pp. 13–16 U2 L7: What Do Animals Need?, pp. 27–30 U3 L10: What Do Plants Need?; pp. 39–42 U4 L13: Where Do Plants and Animals Live?, pp. 51–54 U6 L19: How Do We Use and Conserve Natural Resources?, pp. 75–80</p> <p>TE/Digital Curriculum U2 L4: What Are Living Things?, pp. 40–47 U2 L7: What Do Animals Need?, pp. 66–73 U3 L10: What Do Plants Need?;, pp. 98–105 U4 L13: Where Do Plants and Animals Live?, pp. 130–137 U6 L19: How Do We Use and Conserve Natural Resources?, pp. 194–203</p> <p>Science and Engineering Leveled Readers: Grade K Grade K Unit 6 On-Level/Extra-Support Readers: <i>What Are Some Natural Resources?</i> Grade K Teacher Guide: pages 61–68</p> <p>Grade K Unit 6 Enrichment Reader: <i>Saving Water</i> Grade K Teacher Guide: pages 69–72</p> <p>ScienceSaurus Grades K–1 (Yellow Level) Pages 21–22, 29–31, 80–89</p>

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<p>K-ESS3-2: Earth and Human Activity</p>	
<p>Natural Hazards:</p> <ul style="list-style-type: none"> Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. 	<p>ScienceFusion Grade 1</p> <p>SE/Digital Curriculum U7 L1: What Is Weather?, pp. 257–266 U7: People in Science, pp. 271–272</p> <p>TE/Digital Curriculum U7 L1: What Is Weather?, pp. 257A–266A U7: People in Science, pp. 271–272</p>
<p>Defining and Delimiting an Engineering Problem:</p> <ul style="list-style-type: none"> Asking questions, making observations, and gathering information are helpful in thinking about problems. 	<p>ScienceFusion Grade K</p> <p>SE/Digital Curriculum U1 L2: How Do We Use Science Skills?, pp. 5–8 TE/Digital Curriculum U1 L2: How Do We Use Science Skills?, pp. 16–23</p> <p>ScienceFusion Grade 1</p> <p>SE/Digital Curriculum U1 L5: How Do Scientists Work?, pp. 29–38 U2 L1: How Do Engineers Work?, pp. 47–58</p> <p>TE/Digital Curriculum U1 L5: How Do Scientists Work?, pp. 29A–38A U2 L1: How Do Engineers Work?, pp. 47A–58A</p> <p>Science and Engineering Leveled Readers: Grade K</p> <p>Grade K Unit 1 On-Level/Extra-Support Readers: <i>How Do You Do Science?</i> Grade K Teacher Guide: pages 1–8</p> <p>Grade K Unit 1 Enrichment Reader: <i>How a Scientist Works</i> Grade K Teacher Guide: pages 9–12</p> <p>Grade K Unit 2 On-Level/Extra-Support Readers: <i>How Can We Solve Problems?</i> Grade K Teacher Guide: pages 13–17, 19</p> <p>Grade K Unit 2 Enrichment Reader: <i>Make a Better Bird Feeder</i> Grade K Teacher Guide: pages 21–23</p>

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	<p><u>ScienceSaurus Grades K–1 (Yellow Level)</u> Pages 1–7, 12–15</p>
<p>K-ESS3-2: Earth and Human Activity (Continued)</p>	
<p>* <i>Connections to Engineering, Technology, and Application of Science</i></p> <p>Interdependence of Science, Engineering, and Technology:</p> <ul style="list-style-type: none"> • People encounter questions about the natural world every day. 	<p><u>ScienceFusion Grade K</u> SE/Digital Curriculum U1 L2: How Do We Use Science Skills?, pp. 5–8 TE/Digital Curriculum U1 L2: How Do We Use Science Skills?, pp. 16–23</p> <p><u>ScienceFusion Grade 1</u> SE/Digital Curriculum U1 L5: How Do Scientists Work?, pp. 29–38 U2 L1: How Do Engineers Work?, pp. 47–58 TE/Digital Curriculum U1 L5: How Do Scientists Work?, pp. 29A–38A U2 L1: How Do Engineers Work?, pp. 47A–58A</p> <p><u>Science and Engineering Leveled Readers: Grade K</u> Grade K Unit 1 On-Level/Extra-Support Readers: <i>How Do You Do Science?</i> Grade K Teacher Guide: pages 1–8</p> <p>Grade K Unit 1 Enrichment Reader: <i>How a Scientist Works</i> Grade K Teacher Guide: pages 9–12</p> <p>Grade K Unit 2 On-Level/Extra-Support Readers: <i>How Can We Solve Problems?</i> Grade K Teacher Guide: pages 13–17, 19</p> <p><u>ScienceSaurus Grades K–1 (Yellow Level)</u> Pages 1, 4–5, 12</p>

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<p>K-ESS3-2: Earth and Human Activity (Continued)</p>	
<p><i>* Connections to Engineering, Technology, and Application of Science</i></p> <p>Influence of Engineering, Technology, and Science on Society and the Natural World:</p> <ul style="list-style-type: none"> • People depend on various technologies in their lives; human life would be very different without technology. 	<p>Science and Engineering Leveled Readers: Grade K</p> <p>Grade K Unit 2 On-Level/Extra-Support Readers: <i>How Can We Solve Problems?</i> Grade K Teacher Guide: pages 13–17, 19</p> <p>Grade K Unit 2 Enrichment Reader: <i>Make a Better Bird Feeder</i> Grade K Teacher Guide: pages 21–23</p> <p>ScienceFusion Grade 1</p> <p>SE/Digital Curriculum U2 L2: How Can We Solve a Problem?, pp. 59–60</p> <p>TE/Digital Curriculum U2 L2: How Can We Solve a Problem?, pp. 59A–60A</p>