

A Correlation of
Elevate Science
Grade 1, ©2019



To the
Idaho
Content Standards for Science (2018)
Grade 1

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Idaho Content Standards for Science, Grade 1**

Introduction

The following document demonstrates how the ***Elevate Science* ©2019** program supports the Idaho Content Standards for Science, Grade 1. 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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PS Physical Sciences	
PS1-1 Waves	
Performance Standard	
PS1-1-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	SE/TE: uConnect Lab: How can a ruler make sound?, 4 uInvestigate Lab: How does size affect sound?, 7 Jumpstart Discovery!, 12 uInvestigate Lab: How can you see sound?, 13 Quest Check-In Lab: How can instruments talk?, 18-19 Quest Check-In Lab: How can an instrument send a secret?, 25
Supporting Content	
PS1-1-1.PS4.A Wave Properties	
PS1-1-1.PS4.A.i Sound can make matter vibrate, and vibrating matter can make sound.	SE/TE: Quest Kickoff: Sending Sound Messages, 2-3 uConnect Lab: How can a ruler make sound?, 4 uInvestigate Lab: How does size affect sound?, 7 Sound, 8 Jumpstart Discovery!, 12 uInvestigate Lab: How can you see sound?, 13 Making Sounds, 14 Making Music, 16-17 Quest Check-In Lab: How can instruments talk?, 18-19 Quest Check-In Lab: How can an instrument send a secret?, 25 Topic Assessment, 30-31

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Performance Standard	
PS1-1-2 Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.	SE/TE: uConnect Lab: What do you need to see objects?, 40 Light and Darkness, 44 Quest Connection, 45 Where Light Comes From, 45 Jumpstart Discovery!, 58 Topic Assessment, 68-69 Evidence-Based Assessment, 70-71
Supporting Content	
PS1-1-2.PS4.B Electromagnetic Radiation (light)	
PS1-1-2.PS4.B.i Objects can be seen if light is available to illuminate them or if they give off their own light.	SE/TE: uConnect Lab: What do you need to see objects?, 40 Light and Darkness, 44 Quest Connection, 45 Where Light Comes From, 45 Jumpstart Discovery!, 58 Uses of Light, 62-63 Topic Assessment, 68-69 Evidence-Based Assessment, 70-71
Performance Standard	
PS1-1-3 Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.	SE/TE: Quest Kickoff: Help Send a Message, 38-39 uInvestigate Lab: What happens when an object blocks light?, 43 Jumpstart Discovery!, 48 uInvestigate Lab: How do materials affect light?, 49 uInvestigate Lab: How can you use light to see?, 59 uDemonstrate Lab: How can I change a transparent material?, 72-73

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Supporting Content	
PS1-1-3.PS4.B Electromagnetic Radiation (light)	
PS1-1-3.PS4.B.i Some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach. Mirrors can be used to redirect a light beam. (Boundary: The idea that light travels from place to place is developed through experiences with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light.)	SE/TE: Jumpstart Discovery!, 42 uInvestigate Lab: What happens when an object blocks light?, 43 Shadows, 46 Jumpstart Discovery!, 48 uInvestigate Lab: How do materials affect light?, 49 Blocked Light, 50 Light Goes Through, 51 Light Bounces Off, 52 Materials That Reflect, 53 Solve it With Science: How can you see what is behind you?, 55 uInvestigate Lab: How can you use light to see?, 59 Topic Assessment, 68-69 uDemonstrate Lab: How can I change a transparent material?, 72-73
Performance Standard	
PS1-1-4 Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.	SE/TE: Quest Kickoff: Sending Sound Messages, 2-3 Quest Connection, 17 Quest Check-In Lab: How can instruments talk?, 18-19 uInvestigate Lab: What does that sound say?, 21 Quest Connection, 24 Quest Check-In Lab: How can an instrument send a secret?, 25 Quest Findings: Sending Sound Messages, 28 Quest Kickoff: Help Send a Message, 38-39 Quest Check-In: Give off Light, 47 Quest Connection, 53 Quest Check-In: Materials for a Light Signal, 54 Quest Connection, 63 Quest Check-In Lab: How can you send secret messages?, 64-65 Quest Findings: Help Send a Message, 66

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Supporting Content	
PS1-1-4.PS4.C Information Technologies and Instrumentation	
PS1-1-4.PS4.C.i People also use a variety of devices to communicate (send and receive information) over long distances.	SE/TE: Quest Kickoff: Sending Sound Messages, 2-3 Quest Connection, 17 uInvestigate Lab: What does that sound say?, 21 Using Sounds, 22-23 Communicating with Sound, 24 Quest Check-In Lab: How can an instrument send a secret?, 25 Quest Kickoff: Help Send a Message, 38-39 Quest Check-In: Give off Light, 47 Quest Check-In: Materials for a Light Signal, 54 Communicate with Light, 61 Quest Check-In Lab: How can you send secret messages?, 64-65 Quest Findings: Help Send a Message, 66
LS Life Sciences	
LS1-1 Molecules to Organisms: Structure and Processes	
Performance Standard	
LS1-1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.	SE/TE: Quest Check-In: Roots Help Plants Survive, 153 Quest Check-In: Different Shapes, Different Uses, 159 uEngineer It!: Design a Tool, 160-161 uInvestigate Lab: What can people learn from an acorn shell?, 163 Quest Connection, 164 Quest Check-In: A Sticky Invention, 167 Quest Findings: Nature Copycats, 176 Evidence-Based Assessment, 180-181

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Supporting Content	
LS1-1-1.LS1.A Structure and Function	
LS1-1-1.LS1.A.i All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.	SE/TE: uConnect Lab: How can you make a model of a plant?, 146 Jumpstart Discovery!, 148 uInvestigate Lab: What do the parts of a plant look like?, 149 Roots, 150 Stems and Leaves, 151 Flowers and Fruits, 152 Quest Check-In: Roots Help Plants Survive, 153 Jumpstart Discovery!, 154 uInvestigate Lab: How do whiskers help a cat?, 155 How Animals Move, 156 Body Coverings and Ways of Breathing, 157 Animals' Sense and Responses, 158 Quest Check-In: Different Shapes, Different Uses, 159 Jumpstart Discovery!, 162 uInvestigate Lab: What can people learn from an acorn shell?, 163 People Mimic Nature, 164-165 Quest Check-In: How do snowshoe hares stay safe?, 174-175 Topic Assessment, 178-179 Evidence-Based Assessment, 180-181 uDemonstrate Lab: How do the spines of cacti help them?, 182-183
LS1-1-1.LS1.D Information Processing	
LS1-1-1.LS1.D.i Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs.	SE/TE: Stems and Leaves, 151 STEM-uInvestigate Lab: How do whiskers help a cat?, 155 Animals' Sense and Responses, 158

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Performance Standard	
LS1-1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.	SE/TE: Literacy Connection: Main Idea and Details, 189 Parents Help Young, 209 Quest Connection, 209 Parents Protect Young, 210-211 Connecting Concepts Toolbox: Patterns, 211 Parents Teach Young, 212 Young Stay Close and Make Sounds, 213 Quest Check-In: Parents Help Young Learn, 214 Evidence-Based Assessment, 220-221
Supporting Content	
LS1-1-2.LS1.B Growth and Development of Organisms	
LS1-1-2.LS1.B.i Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive.	SE/TE: Literacy Connection: Main Idea and Details, 189 uInvestigate Lab: What do young plants look like?, 197 Quest Check-In: Alike and Different, 203 uInvestigate Lab: How do nests protect eggs?, 207 Parents Help Young, 209 Quest Connection, 209 Parents Protect Young, 210-211 Parents Teach Young, 212 Young Stay Close and Make Sounds, 213 Quest Check-In: Parents Help Young Learn, 214 Quest Findings: Find the Parents, 216 Topic Assessment, 218-219
Performance Standard	
LS1-1-3 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	SE/TE: uInvestigate Lab: How do plants grow and change?, 191 Quest Findings: Find the Parents, 216 uDemonstrate Lab: How do living things change as they grow?, 222-223

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Supporting Content	
LS1-1-3.LS1.B Growth and Development of Organisms	
LS1-1-3.LS1.B.i Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.	SE/TE: uInvestigate Lab: How do plants grow and change?, 191 Life Cycle of a Plant, 192 Life Cycle of an Animal, 193 Quest Connection, 193 Quest Check-In Lab: How are the life cycles alike and different?, 194-195 Topic Assessment, 218-219 uDemonstrate Lab: How do living things change as they grow?, 222-223
LS2-1 Heredity: Inheritance and Variation of Traits	
Performance Standard	
LS2-1-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	SE/TE: Jumpstart Discovery!, 196 uInvestigate Lab: What do young plants look like?, 197 Alike and Different, 198 Plants Are Alike, 199 Plants Are Different, 200 Animals Are Alike, 201 Quest Connection, 201 Animals Are Different, 202 Quest Check-In: Alike and Different, 203 Quest Findings: Find the Parents, 216 Topic Assessment, 218-219 Evidence-Based Assessment, 220-221 uDemonstrate Lab: How do living things change as they grow?, 222-223

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Supporting Content	
LS2-1-1.LS3.A Inheritance of Traits	
LS2-1-1.LS3.A.i Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents.	SE/TE: Jumpstart Discovery!, 196 uInvestigate Lab: What do young plants look like?, 197 Alike and Different, 198 Plants Are Alike, 199 Plants Are Different, 200 Animals Are Alike, 201 Quest Connection, 201 Animals Are Different, 202 Quest Check-In: Alike and Different, 203 Quest Findings: Find the Parents, 216 Topic Assessment, 218-219 Evidence-Based Assessment, 220-221 uDemonstrate Lab: How do living things change as they grow?, 222-223
LS2-1-1.LS3.B Variation of Traits	
LS2-1-1.LS3.B.i Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways.	SE/TE: Plants Are Alike, 199 Plants Are Different, 200 Animals Are Alike, 201 Animals Are Different, 202

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ESS Earth and Space Sciences	
ESS1-1 Earth's Place in the Universe	
Performance Standard	
<p>ESS1-1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.</p>	<p>SE/TE: Quest Kickoff: Sky Watchers, 76-77 Jumpstart Discovery!, 80 uInvestigate Lab: Why is it hard to see stars during the day?, 81 Star Light, Star Bright, 82 Quest Connection, 83 Quest Check-In: Stars in the Sky, 85 Jumpstart Discovery!, 86 uInvestigate Lab: How can you observe sun patterns?, 87 Sunrise, Sunset, 89 Math Toolbox: Science Practice Toolbox, 90 Moon Motions and Phases, 90 Quest Check-In: Moon Patterns, 92 STEM Math Connection: Use a Calendar, 93 uInvestigate Lab: How does the sun cause seasons?, 95 Seasons, 96-97 Quest Check-In Lab: How can you model the motions of the Earth?, 98-99 Quest Findings: Sky Watchers, 102 Topic Assessment, 104-105 Evidence-Based Assessment, 106-107</p>

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Supporting Content	
ESS1-1-1.ESS1.A The Universe and its Stars	
ESS1-1-1.ESS1.A.i Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted.	SE/TE: Quest Kickoff: Sky Watchers, 76-77 Jumpstart Discovery!, 80 ulInvestigate Lab: Why is it hard to see stars during the day?, 81 Star Light, Star Bright, 82 Quest Connection, 83 Quest Check-In: Stars in the Sky, 85 Jumpstart Discovery!, 86 ulInvestigate Lab: How can you observe sun patterns?, 87 Sunrise, Sunset, 89 Moon Motions and Phases, 90 Quest Check-In: Moon Patterns, 92 STEM Math Connection: Use a Calendar, 93 Seasons, 96-97 Quest Check-In Lab: How can you model the motions of the Earth?, 98-99 Quest Findings: Sky Watchers, 102 Quest Findings: Sky Watchers, 102 Evidence-Based Assessment, 106-107
Performance Standard	
ESS1-1-2 Make observations at different times of year to relate the amount of daylight to the time of year.	SE/TE: Quest Connection, 96 Seasons, 96-97 Topic Assessment, 104-105 Sunlight and Seasons, 129 Quest Check-In Lab: How does the season affect the amount of daylight?, 132-133 Topic Assessment, 136-137

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Supporting Content	
ESS1-1-2.ESS1.B Earth and the Solar System	
ESS1-1-2.ESS1.B.i Seasonal patterns of sunrise and sunset can be observed, described, and predicted.	SE/TE: Sunrise, Sunset, 89 Seasons, 96-97 Quest Connection, 96 Topic Assessment, 104-105 Sunlight and Seasons, 129 Quest Check-In Lab: How does the season affect the amount of daylight?, 132-133 Topic Assessment, 136-137
ESS1-1-2.ESS1.B.ii Seasons are created by weather patterns for a particular region and time. Local patterns create 4 distinct seasons.	SE/TE: Jumpstart Discovery!, 126 Quest Connection, 128 Daily Weather Changes, 128 Sunlight and Seasons, 129 Seasonal Weather Changes, 130-131 Topic Assessment, 136-137 Evidence-Based Assessment, 138-139