A Correlation of

Elevate Science
Kindergarten, ©2019

To the

Idaho
Content Standards for Science (2018)
Kindergarten

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To the
Idaho Content Standards for Science, Kindergarten

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-K Motion and Stability: Forces and Interactions	
Performance Standard	
PS1-K-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:** uConnect Lab: How do things move?, 4 uInvestigate Lab: How can we make objects move?, 7 Engineering Toolbox: Conduct an Investigation, 9 uInvestigate Lab: How do objects move?, 13 STEM Quest Check-In: How can you build your sail car?, 16-17 uEngineer It!: Maze Craze!, 18-19 uInvestigate Lab: How do you roll?, 21 Quest Check-In: How does wind move my sail car?, 26 Quest Findings: Wind Makes It Go, 28 uDemonstrate Lab: How do objects change their motion?, 34-35

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Supporting Content	
PS1-K-1.PS2.A Forces and Motion	
PS1-K-1.PS2.A.i Pushes and pulls can have different strengths and directions.	**SE/TE:** uConnect Lab: How do things move?, 4 Literacy Connection: Cause and Effect, 5 Jumpstart Discovery!, 6 uInvestigate Lab: How can we make objects move?, 7 Pushes and Pulls, 8-9 Engineering Toolbox: Conduct an Investigation, 9 Quest Connection, 9 Ways Objects Move, 10 uInvestigate Lab: How do objects move?, 13 Different Ways to Move, 14 Different Speeds, 15 STEM Quest Check-In: How can you build your sail car?, 16-17 Jumpstart Discovery!, 20 uInvestigate Lab: How do you roll?, 21 Quest Check-In: How does wind move my sail car?, 26 Quest Findings: Wind Makes It Go, 28 uDemonstrate Lab: How do objects change their motion?, 34-35

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PS1-K-1.PS2.A.ii Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.	**SE/TE:** Quest Kickoff: Wind Makes It Go, 2-3 uConnect Lab: How do things move?, 4 Literacy Connection: Cause and Effect, 5 Jumpstart Discovery!, 6 uInvestigate Lab: How can we make objects move?, 7 Pushes and Pulls, 8-9 Engineering Toolbox: Conduct an Investigation, 9 Quest Connection, 9 Ways Objects Move, 10 uInvestigate Lab: How do objects move?, 13 Different Ways to Move, 14 Different Speeds, 15 STEM Quest Check-In: How can you build your sail car?, 16-17 uEngineer It!: Maze Craze!, 18-19 Jumpstart Discovery!, 20 uInvestigate Lab: How do you roll?, 21 Objects Change Motion, 22 Quest Connection, 23 Direction and Motion, 24-25 Quest Check-In: How does wind move my sail car?, 26 Quest Findings: Wind Makes It Go, 28 Topic Assessment, 30-31 Evidence-Based Assessment, 32-33 uDemonstrate Lab: How do objects change their motion?, 34-35
PS1-K-1.PS2.B Types of Interactions	
PS1-K-1.PS2.B.i When objects touch or collide, they push on one another and can change motion.	**SE/TE:** uEngineer It!: Maze Craze!, 18-19 uInvestigate Lab: How do you roll?, 21 Direction and Motion, 24-25 Topic Assessment, 30-31

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PS1-K-1.PS3.C Relationship Between Energy and Forces	
PS1-K-1.PS3.C.i A bigger push or pull makes things speed up or slow down more quickly.	**SE/TE:** Quest Kickoff: Wind Makes It Go, 2-3 Quest Connection, 9 Different Speeds, 15 Jumpstart Discovery!, 20 uInvestigate Lab: How do you roll?, 21 STEM Quest Check In Lab: How does wind move my sail car?, 26 Evidence-Based Assessment, 32-33
Performance Standard	
PS1-K-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:** Quest Kickoff: Wind Makes It Go, 2-3 uInvestigate Lab: How can we make objects move?, 7 STEM Quest Check-In: How can you build your sail car?, 16-17 uEngineer It!: Maze Craze!, 18-19 uInvestigate Lab: How do you roll?, 21 Quest Check-In: How does wind move my sail car?, 26 uDemonstrate Lab: How do objects change their motion?, 34-35

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PS1-K-2.PS2.A Forces and Motion	
PS1-K-2.PS2.A.i Pushes and pulls can have different strengths and directions.	**SE/TE:** uConnect Lab: How do things move?, 4 Literacy Connection: Cause and Effect, 5 uInvestigate Lab: How can we make objects move?, 7 Pushes and Pulls, 8-9 Quest Connection, 9 Ways Objects Move, 10 uInvestigate Lab: How do objects move?, 13 Different Ways to Move, 14 Different Speeds, 15 STEM Quest Check-In: How can you build your sail car?, 16-17 Jumpstart Discovery!, 20 uInvestigate Lab: How do you roll?, 21 Quest Check-In: How does wind move my sail car?, 26 Quest Findings: Wind Makes It Go, 28 Evidence-Based Assessment, 32-33 uDemonstrate Lab: How do objects change their motion?, 34-35

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PS1-K-2.ETS1.A Defining Engineering Problems	
PS1-K-2.ETS1.A.i 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.	**SE/TE:** STEM Quest Check-In Lab How does wind move my sail car?, 26 Define a Problem, Design a Solution, EM10

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PS2-K Energy	
Performance Standard	
PS2-K-1 Make observations to determine the effect of sunlight on Earth's surface.	**SE/TE:** Quest Kickoff: Keep It Cool, 74-75 uConnect Lab: What can you observe about the sun?, 76 Jumpstart Discovery!, 78 The Sun and Earth, 80-81 Jumpstart Discovery!, 86 uInvestigate Lab: Which objects change in the sun?, 87 The Sun Warms Earth, 88-89 Sunlight and Earth, 90-91 Quest Connection, 91 Quest Check-In Lab: Which material makes the best roof?, 92-93 Topic Assessment, 96-97 uDemonstrate Lab: Where is it warmer?, 100-101
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PS2-K-1.PS3.B.i Sunlight warms Earth's surface.	**SE/TE:** Quest Kickoff: Keep It Cool, 74-75 uConnect Lab: What can you observe about the sun?, 76 Jumpstart Discovery!, 78 The Sun and Earth, 80-81 uInvestigate Lab: Which objects change in the sun?, 87 The Sun Warms Earth, 88-89 Sunlight and Earth, 90-91 Quest Connection, 91 Quest Check-In Lab: Which material makes the best roof?, 92-93 Topic Assessment, 96-97 uDemonstrate Lab: Where is it warmer?, 100-101

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Performance Standard	
PS2-K-2 Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.	**SE/TE:** Quest Kickoff: Keep It Cool, 74-75 Quest Connection, 81 Quest Check-In: Staying Cool, 82 uEngineer It!: Sunny Days, 84-85 Quest Check-In Lab: Which material makes the best roof?, 92-93 Quest Findings: Keep It Cool, 94 Evidence-Based Assessment, 98-99
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PS2-K-2.PS3.B.i Sunlight warms Earth's surface.	**SE/TE:** Quest Kickoff: Keep It Cool, 74-75 uConnect Lab: What can you observe about the sun?, 76 Jumpstart Discovery!, 78 The Sun and Earth, 80-81 uInvestigate Lab: Which objects change in the sun?, 87 The Sun Warms Earth, 88-89 Sunlight and Earth, 90-91 Quest Connection, 91 Quest Check-In Lab: Which material makes the best roof?, 92-93 Topic Assessment, 96-97 uDemonstrate Lab: Where is it warmer?, 100-101

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LS Life Sciences	
LS1-K Molecules to Organisms: Structure and Processes	
Performance Standard	
LS1-K-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.	**SE/TE:** Quest Kickoff: Let's Build a Park, 146-147 uConnect Lab: What if plants do not get what they need?, 148 Jumpstart Discovery!, 150 uInvestigate Lab: How do plants get water?, 151 Plants Need Sunlight, 152 Crosscutting Concepts Toolbox: Patterns, 152 Plants Need Air, 153 Quest Connection, 154 Plants Need Water, 154 Literacy Toolbox: Alike and Different, 154 Quest Check-In: Caring for Plants at the Park, 155 Jumpstart Discovery!, 156 Animals Need Food, 158 Animals Need Water, 159 Quest Connection, 159 Animals Need Air, 160 Quest Check-In: Fish in the Park, 161 uEngineer It!: It Is Cold Out There!, 162-163 Jumpstart Discovery!, 164 Crosscutting Concepts Toolbox: Patterns, 166 People are Animals, 166 Quest Connection, 167 People Need Clothes and Shelter, 167 uInvestigate Lab: How does a plant grow and change?, 171 Quest Connection, 175 Quest Check-In Lab: How do caterpillars change?, 176-177 Quest Findings: Let's Build a Park, 178 Topic Assessment, 180-181 uDemonstrate Lab: What needs do pets have?, 184-185

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Supporting Content	
LS1-K-1.LS1.C Organization for Matter and Energy Flow in Organisms	
LS1-K-1.LS1.C.i All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.	**SE/TE:** uInvestigate Lab: How do plants get water?, 151 Plants Need Sunlight, 152 Quest Connection, 154 Plants Need Water, 154 Literacy Toolbox: Alike and Different, 154 Quest Check-In: Caring for Plants at the Park, 155 Jumpstart Discovery!, 156 Animals Need Food, 158 Math Toolbox: Count, 158 Quest Connection, 159 Quest Check-In: Fish in the Park, 161 Quest Connection, 175 Evidence-Based Assessment, 182-183 uDemonstrate Lab: What needs do pets have?, 184-185 Crosscutting Concepts Toolbox: Systems in Nature, 202 Plants and Animals Together, 202
Performance Standard	
LS1-K-2 Use classification supported by evidence to differentiate between living and non-living items.	**SE/TE:** Plants Need Water, 154 Animals Need Water, 159 Living Things have Life Cycles, 172 Needs, 194 Where Plants Live, 200
Supporting Content	
LS1-K-2.LS1.C Organization for Matter and Energy Flow in Organisms	
LS1-K-2.LS1.C.i Living and non-living things have distinct characteristics.	**SE/TE:** Plants Need Water, 154 Animals Need Water, 159 Living Things Have Life Cycles, 172 Needs, 194

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ESS Earth and Space Sciences	
ESS1-K Earth's Systems	
Performance Standard	
ESS1-K-1 Use and share observations of local weather conditions to describe patterns over time, which includes the 4 seasons.	**SE/TE:** uConnect Lab: How does the weather change during the day?, 106 Jumpstart Discovery!, 108 Temperature, 110 Sunny and Not Sunny, 111 Wind, 112 Quest Check-In: Weather Words, 113 Connecting Concepts Toolbox: Patterns, 118 Sun or Rain, 118 Quest Connection, 119 Hot or Cold Weather, 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 Quest Connection, 125 Quest Check-In: Seasonal Changes, 126 Topic Assessment, 138-139 Evidence-Based Assessment, 140-141 uDemonstrate Lab: What is the weather like?, 142-143

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Supporting Content	
ESS1-K-1.ESS2.D Weather and Climate	
ESS1-K-1.ESS2.D.i 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.	**SE/TE:** Jumpstart Discovery!, 108 Temperature, 110 Sunny and Not Sunny, 111 Quest Connection, 111 Wind, 112 Connecting Concepts Toolbox: Patterns, 118 Sun or Rain, 118 Quest Connection, 119 Hot or Cold Weather, 119 Weather in Different Places, 120 Quest Check-In: Predict the Weather, 121 Quest Connection, 125 Topic Assessment, 138-139 uDemonstrate Lab: What is the weather like?, 142-143
ESS1-K-1.ESS2.D.ii The four seasons occur in a specific order due to their weather patterns.	**SE/TE:** Hot or Cold Weather, 119 Weather in Different Places, 120 Quest Check-In: Predict the Weather, 121 Jumpstart Discovery!, 122 uInvestigate Lab: What is the weather like in different seasons?, 123 Different Seasons, 124-125 Quest Check-In: Seasonal Changes, 126

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Performance Standard	
ESS1-K-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	**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, 191 Jumpstart Discovery!, 198 uInvestigate Lab: How do squirrels change the land?, 199 Quest Connection, 200 Where Plants Live, 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 We Need, 207 Quest Connection, 207 Quest Check-In Lab: How can people change the land?, 208 Quest Findings: Trails for All, 220 Evidence-Based Assessment, 224-225 uDemonstrate Lab: How can an animal change where it lives?, 226-227
Supporting Content	
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ESS1-K-2.ESS2.E.i Plants and animals can change their environment.	**SE/TE:** uConnect Lab: How does a plant make a change to the place where it lives?, 190 Literacy Connection: Sequence, 191 Jumpstart Discovery!, 198 uInvestigate Lab: How do squirrels change the land?, 199 Quest Connection, 200 Where Plants Live, 200 Animals in Their Environment, 201 Quest Check-In: Changes in Nature, 203 uDemonstrate Lab: How can an animal change where it lives?, 226-227

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ESS1-K-2.ESS3.C Human Impacts on Earth Systems	
ESS1-K-2.ESS3.C.i Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.	**SE/TE:** Getting What We Need, 207 uInvestigate Lab: How can you make something useful?, 211 Quest Connection, 212 New Uses for Old Things, 212 Helping Earth, 213 What You Can Do, 214-215 Crosscutting Concepts Toolbox: Systems in Our World, 215 Quest Check-In Lab: How can we save our trails?, 216-217 Quest Findings: Trails for All, 220 Topic Assessment, 222-223 Evidence-Based Assessment, 224-225
ESS2-K Earth and Human Activity	
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ESS2-K-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:** Quest Connection, 154 Plants Need Water, 154 Animals Need Food, 158 Animals Need Water, 159 Quest Connection, 159 Quest Check-In: Fish in the Park, 161 uEngineer It!: It Is Cold Out There!, 162-163 Quest Findings: Let's Build a Park, 178 uInvestigate Lab: Who lives here?, 193 Needs, 194 Forests and Plains, 195 Quest Connection, 196 Deserts and Oceans, 196 uInvestigate Lab: How can you model changing the environment?, 205

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Supporting Content	
ESS2-K-1.ESS3.A Natural Resources	
ESS2-K-1.ESS3.A.i 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.	**SE/TE:** Plants Need Air, 153 Plants Need Water, 154 Literacy Toolbox: Alike and Different, 154 Quest Check-In: Caring for Plants at the Park, 155 Animals Need Water, 159 Animals Need Air, 160 Quest Check-In: Fish in the Park, 161 Quest Findings: Let's Build a Park, 178 Needs, 194 People and Resources, 206
Performance Standard	
ESS2-K-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.	**SE/TE:** Quest Kickoff: Chasing Storms, 104-105 Jumpstart Discovery!, 128 Quest Connection, 131 Be Prepared, 132 Weather Watching, 133 Quest Findings: Chasing Storms, 136
Supporting Content	
ESS2-K-2.ESS3.B Natural Hazards	
ESS2-K-2.ESS3.B.i 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.	**SE/TE:** Jumpstart Discovery!, 128 Thunderstorms and Tornadoes, 130 Quest Connection, 131 Hurricanes, 131 Be Prepared, 132 Weather Watching, 133 Quest Findings: Chasing Storms, 136

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ESS2-K-2.ETS1.A Defining and Delimiting an Engineering Problem	
ESS2-K-2.ETS1.A.i Asking questions, making observations, and gathering information are helpful in thinking about problems.	**SE/TE:** Quest Kickoff: A Messy Classroom, 38-39 uConnect Lab: What is the object?, 40 Engineering Toolbox: Asking Questions and Defining Problems, 59 uEngineer It!: Up and Away!, 62-63 uEngineer It!: Sunny Days, 84-85 uEngineer It!: Don't Blow Away!, 114-115 uEngineer It!: It Is Cold Out There!, 162-163 uEngineer It!: The Problem with a Tree, 218-219
Performance Standard	
ESS2-K-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:** Jumpstart Discovery!, 210 uInvestigate Lab: How can you make something useful?, 211 Quest Connection, 212 New Uses for Old Things, 212 Helping Earth, 213 What You Can Do, 214-215 Crosscutting Concepts Toolbox: Systems in Our World, 215 Quest Check-In Lab: How can we save our trails?, 216-217 Quest Findings: Trails for All, 220 Topic Assessment, 222-223

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ESS2-K-3.ESS3.C.i Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.	**SE/TE:** Getting What We Need, 207 uInvestigate Lab: How can you make something useful?, 211 Quest Connection, 212 New Uses for Old Things, 212 Helping Earth, 213 What You Can Do, 214-215 Crosscutting Concepts Toolbox: Systems in Our World, 215 Quest Check-In Lab: How can we save our trails?, 216-217 Quest Findings: Trails for All, 220 Topic Assessment, 222-223 Evidence-Based Assessment, 224-225
ESS2-K-3.ETS1.B Developing Possible Solutions	
ESS2-K-3.ETS1.B.i Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.	**SE/TE:** Quest Check-In: Shapes of Sails, 11 Quest Check-In Lab: How can you build your sail car?, 16-17 Quest Check-In: Staying Cool, 82 uEngineer It!: Sunny Days, 84-85 Quest Findings: Keep It Cool, 94 uEngineer It! Don't Blow Away, 114-115 uEngineer It!: It Is Cold Out There!, 162-163 Quest Findings: Let's Build a Park, 178 Quest Check-In Lab: How can we save our trails?, 216-217 uEngineer It! The Problem with a Tree, 218-219