

**A Correlation of**

**South Carolina Elevate Science  
Grade 1, ©2023**



**To the**

**South Carolina College- and Career-Ready  
Science Standards 2021  
Grade 1**

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Grade 1**

**Introduction**

The following document demonstrates how the **South Carolina Elevate Science ©2023** program supports the South Carolina College- and Career-Ready Science Standards 2021. Correlation references include the Student Edition, Teacher Edition, and online Realize™ digital resources.

**South Carolina 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), **South Carolina Elevate Science** integrates three-dimensional learning of the Scientific and Engineering Practices, Crosscutting Concepts (CCC), and Disciplinary Core Ideas (DCIs).

The **South Carolina 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 21<sup>st</sup> century skills

The Teacher's Edition of **South Carolina 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.

**South Carolina 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. **South Carolina Elevate Science** promises to:

- Elevate thinking.
- Elevate learning.
- Elevate teaching.

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South Carolina College- and Career-Ready Science Standards 2021, Grade 1	South Carolina Elevate Science, ©2023 Grade 1
<b>Waves and their Applications in Technologies for Information Transfer (PS4)</b>	
<b>Performance Expectation</b>	
<b>1-PS4-1:</b> Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	<b>SE/TE:</b> STEM Quest Kickoff: Sending Sound Messages, 2-3 uConnect lab: How can a ruler make a sound?, 4 uInvestigate Lab: How does size affect sound?, 7 Sound, 8 uInvestigate Lab: How can you see sound?, 13 Quest Check-In Lab: How can instruments talk?, 18-19 STEM Quest Findings: Sending Sound Messages, 28 uDemonstrate Lab: Which instrument can you use to make sound?, 34-35
<b>Disciplinary Core Ideas</b>	
<b>PS4.A: Wave Properties</b>	
Sound can make matter vibrate and vibrating matter can make sound.	<b>SE/TE:</b> uConnect lab: How can a ruler make a sound?, 4 uInvestigate Lab: How does size affect sound?, 7 Sound, 8 Quest Connection, 9 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 Findings: Sending Sound Messages, 28 Topic Assessment, 30-31 uDemonstrate Lab: Which instrument can you use to make sound?, 34-35  <b>Realize™ Digital Resources:</b> <b>Sound</b> >Topic Launch>Quest Kickoff>Video: Sending Sound Messages >Lesson 1, Describe Sound>Video: Describe Sound;>Interactivity: The Sound of Sounds >Lesson 2, Make Sound>Video: Make Sound;>Interactivity: Length and Sound >Topic Close>Quest Findings>Interactivity: Sending Sound Messages

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<b>Science and Engineering Practices</b>	
<b>Planning and Carrying Out Investigations</b> Plan and conduct investigations collaboratively to produce data to serve as the basis for evidence to answer a question.	<b>SE/TE:</b> uConnect lab: How can a ruler make a sound?, 4 Quest Check-In Lab: How can instruments talk?, 18-19 STEM Quest Findings: Sending Sound Messages, 28 uDemonstrate Lab: Which instrument can you use to make sound?, 34-35
<b>Crosscutting Concepts</b>	
<b>Cause and Effect</b> Simple tests can be designed to gather evidence to support or refute student ideas about causes.	<b>SE/TE:</b> uConnect Lab: How can a ruler make sound?, 4 ulnvestigate Lab: How does size affect sound?, 7 ulnvestigate Lab: How can you see sound?, 13 uDemonstrate Lab: Which instrument can you use to make sound?, 34-35
<b>Performance Expectation</b>	
<b>1-PS4-2:</b> Make observations to support an evidence-based claim that objects in darkness can be seen only when illuminated by light sources.	<b>SE/TE:</b> uConnect Lab: What do you need to see objects?, 40 ulnvestigate Lab: What happened when an object blocks light?, 43 Where Light Comes From, 45
<b>Disciplinary Core Ideas</b>	
<b>PS4.B: Electromagnetic Radiation</b>	
Objects can only be seen if light is available to illuminate them or if they give off their own light.	<b>SE/TE:</b> uConnect Lab: What do you need to see objects?, 40 Jumpstart Discovery!, 42 ulnvestigate Lab: What happened when an object blocks light?, 43 Light and Darkness, 44 Where Light Comes From, 45 Shadows, 46 Quest Check-In, 47  <b>Realize™ Digital Resources:</b> <b>Light</b> >Lesson 1, Observe Light>Video: Observe Light;>Interactivity: Light Helps Us See

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<b>Science and Engineering Practices</b>	
<b>Constructing Explanations and Designing Solutions</b> Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.	<b>SE/TE:</b> uConnect Lab: What do you need to see objects?, 40
<b>Crosscutting Concepts</b>	
<b>Cause and Effect</b> Simple tests can be designed to gather evidence to support or refute student ideas about causes.	<b>SE/TE:</b> ulInvestigate Lab: What happened when an object blocks light?, 43
<b>Performance Expectation</b>	
<b>1-PS4-3:</b> Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.	<b>SE/TE:</b> STEM Quest Kickoff: Help Send a Message, 38-39 ulInvestigate Lab: What Happens when an object blocks light, 43 ulInvestigate Lab: How do materials affect light?, 49 ulInvestigate Lab: How can you use light to see?, 59 STEM Quest Findings: Help Send a Message, 66 uDemonstrate Lab: How can I change a transparent material?, 72-73  <b>Realize™ Digital Resources:</b> <b>Light</b> >Topic Launch>Quest Kickoff>Video: Help Send a Message >Topic Close>Quest Findings>Interactivity: Help Send a Message

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<b>Disciplinary Core Ideas</b>	
<b>PS4.B: Electromagnetic Radiation</b>	
<p>Light travels from place to place. 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.</p>	<p><b>SE/TE:</b>            STEM Quest Kickoff: Help Send a Message, 38-39            ulnvestigate Lab: What happens when an object blocks light, 43            Jumpstart Discovery!, 48            ulnvestigate Lab: How do materials affect light?, 49            Blocked Light, 50            Light Goes Through, 51            Light Bounces Off, 52            Materials That Reflect, 53            Quest Check-In: Materials for a Light Signal, 54            Solve it With Science: How can you see what is behind you?, 55            ulnvestigate Lab: How can you use light to see?, 59            STEM Quest Findings: Help Send a Message, 66            Topic Assessment, 68-69            Evidence-Based Assessment, 70-71            uDemonstrate Lab: How can I change a transparent material?, 72-73</p> <p><b>Realize™ Digital Resources:</b>  <b>Light</b>            &gt;Topic Launch&gt;Quest Kickoff&gt;Video: Help Send a Message            &gt;Lesson 2, Light and Matter&gt;Video: Light and Matter;&gt;Interactivity: Shine Light on Matter            &gt;Topic Close&gt;Quest Findings&gt;Interactivity: Help Send a Message</p>

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<b>Science and Engineering Practices</b>	
<p><b>Planning and Carrying Out Investigations</b> Plan and conduct investigations collaboratively to produce data to serve as the basis for evidence to answer a question</p>	<p><b>SE/TE:</b> STEM Quest Kickoff: Help Send a Message, 38-39 uInvestigate Lab: What happens when an object blocks light, 43 uInvestigate Lab: How do materials affect light?, 49 STEM Quest Findings: Help Send a Message, 66 uDemonstrate Lab: How can I change a transparent material?, 72-73</p> <p><b>Realize™ Digital Resources:</b> <b>Light</b> &gt;Topic Launch&gt;Quest Kickoff&gt;Video: Help Send a Message &gt;Topic Close&gt;Quest Findings&gt;Interactivity: Help Send a Message</p>
<b>Crosscutting Concepts</b>	
<p><b>Cause and Effect</b> Simple tests can be designed to gather evidence to support or refute student ideas about causes.</p>	<p><b>SE/TE:</b> uInvestigate Lab: What happens when an object blocks light, 43 uInvestigate Lab: How do materials affect light?, 49 Literacy Toolbox: Cause and Effect, 53 uDemonstrate Lab: How can I change a transparent material?, 72-73</p>



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<b>Performance Expectation</b>	
<p><b>1-PS4-4:</b> Use tools and materials to design and build a device that uses light or sound to communicate over a distance.</p>	<p><b>SE/TE:</b>            STEM Quest Kickoff: Sending Sound Messages, 2-3            ulnvestigate Lab: What does that sound say?, 21            Using Sounds, 22-23            STEM Quest Check-In Lab: How can an instrument send a secret?, 25            uEngineer It!: Alert! Alert!, 26-27            STEM Quest Findings: Sending Sound Messages, 28            STEM Quest Kickoff: Help Send a Message, 38-39            Math Toolbox: Use Tools, 46            Quest Check-In: Materials for a Light Signal, 54            ulnvestigate Lab: How can you use light to see?, 59            Quest Check-In Lab: How can you send secret messages?, 64-65            STEM Quest Findings: Help Send a Message, 66</p> <p><b>Realize™ Digital Resources:</b>  <b>Sound</b>            &gt;Topic Launch&gt;Quest Kickoff&gt;Video: Sending Sound Messages            &gt;Topic Close&gt;Quest Findings&gt;Interactivity: Sending Sound Messages</p> <p><b>Realize™ Digital Resources:</b>  <b>Light</b>            &gt;Topic Launch&gt;Quest Kickoff&gt;Video: Help Send a Message            &gt;Topic Close&gt;Quest Findings&gt;Interactivity: Help Send a Message</p>

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<b>Disciplinary Core Ideas</b>	
<b>PS4.C: Information Technologies and Instrumentation</b>	
<p>People also use a variety of devices to communicate (send and receive information) over long distances.</p>	<p><b>SE/TE:</b>            STEM Quest Kickoff: Sending Sound Messages, 2-3            Jumpstart Discovery!, 20            ulnvestigate Lab: What does that sound say?, 21            Using Sounds, 22-23            Communicating with Sound, 24            STEM Quest Check-In Lab: How can an instrument send a secret?, 25            uEngineer It!: Alert! Alert!, 26-27            STEM Quest Findings: Sending Sound Messages, 28            Topic Assessment, 30-31            Evidence-Based Assessment, 32-33            STEM Quest Kickoff: Help Send a Message, 38-39            Math Toolbox: Use Tools, 46            Quest Check-In: Materials for a Light Signal, 54            ulnvestigate Lab: How can you use light to see?, 59            Communicate with Light, 61            Uses of Light, 62-63            Quest Check-In Lab: How can you send secret messages?, 64-65            STEM Quest Findings: Help Send a Message, 66            Topic Assessment, 68-69</p> <p><b>Realize™ Digital Resources:</b>  <b>Sound</b>            &gt;Topic Launch&gt;Quest Kickoff&gt;Video: Sending Sound Messages            &gt;Lesson 3, Uses of Sound&gt;Video: Uses of Sound;&gt;Interactivity: Sending Sounds to Communicate            &gt;Topic Close&gt;Quest Findings&gt;Interactivity: Sending Sound Messages  <b>Light</b>            &gt;Topic Launch&gt;Quest Kickoff&gt;Video: Help Send a Message            &gt;Topic Close&gt;Quest Findings&gt;Interactivity: Help Send a Message</p>

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<b>South Carolina College- and Career-Ready Science Standards 2021, Grade 1</b>	<b>South Carolina Elevate Science, ©2023 Grade 1</b>
<b>ETS1.B: Developing Possible Solutions</b>	
<p>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. To design something complicated, one may need to break the problem into parts and attend to each part separately, then bring the parts together to test the overall solution.</p>	<p><b>SE/TE:</b> uEngineer It!:Alert! Alert!, 26-27 uEngineer It!: Windshield Safety, 56-57</p>
<b>ETS2.B: Influence of Engineering, Technology, and Science on Society and the Natural World</b>	
<p>Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world.</p>	<p><b>SE/TE:</b> uEngineer It!:Alert! Alert!, 26-27 uEngineer It!: Windshield Safety, 56-57</p>
<b>Science and Engineering Practices</b>	
<p><b>Constructing Explanations and Designing Solutions</b> Use tools and materials provided to design a device that solves a specific problem.</p>	<p><b>SE/TE:</b> STEM Quest Kickoff: Sending Sound Messages, 2-3 uInvestigate Lab: What does that sound say?, 21 Using Sounds, 22-23 STEM Quest Check-In Lab: How can an instrument send a secret?, 25 uEngineer It!: Alert! Alert!, 26-27 STEM Quest Findings: Sending Sound Messages, 28 STEM Quest Kickoff: Help Send a Message, 38-39 Math Toolbox: Use Tools, 46 Quest Check-In: Materials for a Light Signal, 54 uInvestigate Lab: How can you use light to see?, 59 Quest Check-In Lab: How can you send secret messages?, 64-65 STEM Quest Findings: Help Send a Message, 66</p> <p><b>Realize™ Digital Resources:</b> <b>Sound</b> &gt;Topic Close&gt;Quest Findings&gt;Interactivity: Sending Sound Messages <b>Light</b> &gt;Topic Close&gt;Quest Findings&gt;Interactivity: Help Send a Message</p>

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<b>Crosscutting Concepts</b>	
<b>Systems and System Models</b> Systems in the natural and designed world have parts that work together.	<b>SE/TE:</b> STEM Quest Kickoff: Sending Sound Messages, 2-3 ulnvestigate Lab: What does that sound say?, 21 Using Sounds, 22-23 STEM Quest Check-In Lab: How can an instrument send a secret?, 25
<b>From Molecules to Organisms: Structures and Processes (LS1)</b>	
<b>Performance Expectation</b>	
<b>1-LS1-1:</b> 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.	<b>SE/TE:</b> STEM Quest Kickoff: Nature Copycats, 144-145 uConnect Lab: How can you make a model of a plant?, 146 ulnvestigate Lab: What do the parts of a plant look like?, 149 STEM ulnvestigate Lab: How do whiskers help a cat?, 155 uEngineer It!: Design a Tool, 160-161 ulnvestigate Lab: What can people learn from an acorn shell?, 163 ulnvestigate Lab: What happens to a water plant out of water?, 169 Quest Check-In: How do snowshoe hares stay safe?, 174-175 STEM Quest Findings: Nature Copycats, 176 uDemonstrate Lab: How do the spines of cacti help them?, 182-183  <b>Realize™ Digital Resources:</b> <b>Living Things</b> >Topic Launch>Quest Kickoff>Video: Nature Copycats >Topic Close>Quest Findings>Interactivity: Nature Copycats

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<b>Disciplinary Core Ideas</b>	
<b>LS1.A: Structure and Function</b>	
<p>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.</p>	<p><b>SE/TE:</b>            STEM Quest Kickoff: Nature Copycats, 144-145            uConnect Lab: How can you make a model of a plant?, 146            Jumpstart Discovery!, 148            ulnvestigate Lab: What do the parts of a plant look like?, 149            Roots, 150            Stems and Leaves, 151            Flowers and Fruit, 152            Quest Check-In: Roots Help Plants Survive, 153            Jumpstart Discovery!, 154            ulnvestigate 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            ulnvestigate Lab: What can people learn from an acorn shell?, 163            People Mimic Nature, 164-165            Quest Check-In: A Sticky Invention, 166            ulnvestigate Lab: What happens to a water plant out of water?, 169            Environments, 170            Land and Water Environments, 172-173            Quest Check-In: How do snowshoe hares stay safe?, 174-175            STEM Quest Findings: Nature Copycats, 176            uDemonstrate Lab: How do the spines of cacti help them?, 182-183</p> <p><b>Realize™ Digital Resources:</b>  <b>Living Things</b>            &gt;Topic Launch&gt;Quest Kickoff&gt;Video: Nature Copycats            &gt;Lesson 1, Plant Parts&gt;Video: Plants Parts;&gt;Interactivity: Plants Parts            &gt;Lesson 2, Animals Parts&gt;Video: Animal Parts;&gt;Interactivity: What Are Some Parts of Animals?            &gt;Topic Close&gt;Quest Findings&gt;Interactivity: Nature Copycats</p>

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<b>LS1.D: Information Processing</b>	
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.	<p><b>SE/TE:</b>            Jumpstart Discovery!, 154            ulnvestigate 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</p> <p><b>Realize™ Digital Resources:</b>  <b>Living Things</b>            &gt;Lesson 2, Animals Parts&gt;Video: Animal Parts;&gt;Interactivity: What Are Some Parts of Animals?</p>
<b>ETS1.B: Developing Possible Solutions</b>	
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.	<p><b>SE/TE:</b>            ulnvestigate Lab: How do whiskers help a cat?, 155            uEngineer It!: Design a Tool, 160-161            uDemonstrate Lab: How do the spines of cacti help them?, 182-183</p> <p><b>Realize™ Digital Resources:</b>  <b>Living Things</b>            uEngineer It!&gt;Video: Design a Tool</p>
<b>ETS2.B: Influence of Engineering, Technology, and Science on Society and the Natural World</b>	
Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world.	<p><b>SE/TE:</b>            uEngineer It!: Design a Tool, 160-161            ulnvestigate Lab: What can people learn from an acorn shell?, 163</p> <p><b>Realize™ Digital Resources:</b>  <b>Living Things</b>            uEngineer It!&gt;Video: Design a Tool</p>

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<b>Science and Engineering Practices</b>	
<p><b>Constructing Explanations and Designing Solutions</b> Use materials to design a device that solves a specific problem or a solution to a specific problem.</p>	<p><b>SE/TE:</b> uEngineer It!: Design a Tool, 160-161 uInvestigate Lab: What can people learn from an acorn shell?, 163</p> <p><b>Realize™ Digital Resources:</b> <b>Living Things</b> uEngineer It!&gt;Video: Design a Tool</p>
<b>Crosscutting Concepts</b>	
<p><b>Structure and Function</b> The shape and stability of structures and natural and designed objects are related to their function(s).</p>	<p><b>SE/TE:</b> uInvestigate Lab: How do whiskers help a cat?, 155 Crosscutting Concepts Toolbox: Structure and Function, 156 Quest Check-In: Different Shapes, Different Uses, 159 uInvestigate Lab: What can people learn from an acorn shell?, 163 uInvestigate Lab: What happens to a water plant out of water?, 169 uDemonstrate Lab: How do the spines of cacti help them?, 182-183</p>

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<b>Performance Expectation</b>	
<p><b>1-LS1-2:</b> Obtain information from multiple sources to determine patterns in parents and offspring behavior that help offspring survive.</p>	<p><b>SE/TE:</b>            Quest Kickoff: Find the Parents, 186-187            Literacy Connection: Main Idea and Details, 189            ulnvestigate Lab: How do plants grow and change?, 191            ulnvestigate Lab: How do nests protect eggs?, 207            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            Quest Findings: Find the Parents, 216</p> <p><b>Realize™ Digital Resources:</b>  <b>Parents and Offspring</b>            &gt;Lesson 1, Plant and Animal Life Cycles&gt;Video: Plant and Animal Life Cycles            &gt;Lesson 3, Patterns in Animal Behavior&gt;Video: Patterns in Animal Behavior;&gt;Interactivity: Animal Behaviors;&gt;Quiz: Patterns in Animal Behavior</p>



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<b>Disciplinary Core Ideas</b>	
<b>LS1.B: Growth and Development of Organisms</b>	
<p>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.</p>	<p><b>SE/TE:</b>            Quest Kickoff: Find the Parents, 186-187            Literacy Connection: Main Idea and Details, 189            ulnvestigate Lab: How do plants grow and change?, 191            Life Cycle of a Plant, 192            Life Cycle of an Animal, 193            Quest Check-In: How are the life cycles alike and different?, 194-195            ulnvestigate Lab: How do nests protect eggs?, 207            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            Quest Findings: Find the Parents, 216</p> <p><b>Realize™ Digital Resources:</b>  <b>Parents and Offspring</b>            &gt;Lesson 1, Plant and Animal Life Cycles&gt;Video: Plant and Animal Life Cycles            &gt;Lesson 3, Patterns in Animal Behavior&gt;Video: Patterns in Animal Behavior;&gt;Interactivity: Animal Behaviors;&gt;Quiz: Patterns in Animal Behavior</p>

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<b>Science and Engineering Practices</b>	
<p><b>Obtaining, Evaluating, and Communicating Information</b> Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world.</p>	<p><b>SE/TE:</b> Literacy Connection: Main Idea and Details, 189 Jumpstart Discovery!, 206 STEM ulnvestigate Lab: How do nests protect eggs?, 207 Parents Help Young, 209 Quest Connection, 209 Parents Protect Young, 210-211 Crosscutting Concepts Toolbox: Patterns, 211 Parents Teach Young, 212 Young Stay Close and Make Sounds, 213 Quest Check-In: Parents Help Young Learn, 214 Topic Assessment, 218</p> <p><b>Realize™ Digital Resources:</b> <b>Parents and Offspring</b> &gt;Lesson 3, Patterns in Animal Behavior&gt;Video: Patterns in Animal Behavior;&gt;Interactivity: Animal Behaviors</p>
<b>Crosscutting Concepts</b>	
<p><b>Patterns</b> Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.</p>	<p><b>SE/TE:</b> Quest Check-In Lab: How are the life cycles alike and different?, 194-195 Crosscutting Concepts Toolbox: Patterns, 211 uDemonstrate Lab: How do living things change as they grow?, 222-223</p>

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<b>Heredity: Inheritance and Variation of Traits (LS3)</b>	
<b>Performance Expectation</b>	
<p><b>1-LS3-1:</b> Make observations to support an evidence-based claim that most young are like, but not exactly like, their parents.</p>	<p><b>SE/TE:</b>            Quest Kickoff: Find the Parents, 186-187            uConnect Lab: Which mouse is longer?, 188            Jumpstart Discovery!, 196            ulnvestigate 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</p> <p><b>Realize™ Digital Resources:</b>  <b>Parents and Offspring</b>            &gt;Topic Launch&gt;Quest Kickoff&gt;Video: Find the Parents            &gt;Lesson 2, Observe Parents and Young&gt;Video: Observe Parents and Young;&gt;Interactivity: Alike and Different            &gt;Topic Close&gt;Quest Findings&gt;Interactivity: Find the Parents</p>

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<b>Disciplinary Core Ideas</b>	
<b>LS3.A: Inheritance of Traits</b>	
<p>Young animals are very much, but not exactly, like their parents. Plants also are very much, but not exactly, like their parents.</p>	<p><b>SE/TE:</b>            Quest Kickoff: Find the Parents, 186-187            uConnect Lab: Which mouse is longer?, 188            Jumpstart Discovery!, 196            ulnvestigate 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</p> <p><b>Realize™ Digital Resources:</b>  <b>Parents and Offspring</b>            &gt;Topic Launch&gt;Quest Kickoff&gt;Video: Find the Parents            &gt;Lesson 2, Observe Parents and Young&gt;Video: Observe Parents and Young;&gt;Interactivity: Alike and Different: Living Things            &gt;Topic Close&gt;Quest Findings&gt;Interactivity: Find the Parents</p>

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<b>LS3.B: Variation of Traits</b>	
Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways.	<p><b>SE/TE:</b>            Quest Kickoff: Find the Parents, 186-187            uConnect Lab: Which mouse is longer?, 188            Jumpstart Discovery!, 196            ulnvestigate 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</p> <p><b>Realize™ Digital Resources:</b>  <b>Parents and Offspring</b>            &gt;Topic Launch&gt;Quest Kickoff&gt;Video: Find the Parents            &gt;Lesson 2, Observe Parents and Young&gt;Video: Observe Parents and Young;&gt;Interactivity: Alike and Different: Living Things            &gt;Topic Close&gt;Quest Findings&gt;Interactivity: Find the Parents</p>
<b>Science and Engineering Practices</b>	
<p><b>Constructing Explanations and Designing Solutions</b>            Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.</p>	<p><b>SE/TE:</b>            uConnect Lab: Which mouse is longer?, 188            ulnvestigate Lab: What do young plants look like?, 197            uDemonstrate Lab: How do living things change as they grow?, 222-223</p>
<b>Crosscutting Concepts</b>	
<p><b>Patterns</b>            Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.</p>	<p><b>SE/TE:</b>            Quest Check-In: Alike and Different, 203</p> <p><b>Realize™ Digital Resources:</b>  <b>Parents and Offspring</b>            &gt;Lesson 2, Observe Parents and Young&gt;Video: Observe Parents and Young;&gt;Interactivity: Alike and Different: Living Things</p>

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<b>Earth's Place in the Universe (ESS1)</b>	
<b>Performance Expectation</b>	
<p><b>1-ESS1-1:</b> Use observations of the sun, moon, and stars to describe patterns that can be predicted.</p>	<p><b>SE/TE:</b>            Quest Kickoff: Sky Watchers, 76-77            Jumpstart Discovery!, 80            ulnvestigate Lab: Why is it hard to see stars during the day?, 81            Star Light, Star Bright: Draw Conclusions, 82            Quest Connection, 83            Quest Check-In: Stars in the Sky, 85            Jumpstart Discovery!, 86            ulnvestigate Lab: How can you observe sun patterns?, 87            Earth Spins: Identify, 88            STEM Math Connection: Use a Calendar, 93            Quest Findings: Sky Watchers, 102            uDemonstrate Lab: How do shadows change?, 108-109</p> <p><b>TE only:</b>            Focus on Mastery!: Comparing Observations, 90</p> <p><b>Realize™ Digital Resources:</b>  <b>Sky and Earth</b>            &gt;Topic Launch: Quest Kickoff&gt;Video: Sky Watcher            &gt;Lesson 1, Observe the Sky&gt;Video: Observe the Sky;&gt;Interactivity: Day Sky            &gt;Lesson 2, Patterns in the Sky&gt;Video: Patterns in the Sky;&gt;Interactivity: Patterns in the Night Sky            &gt;Topic Close&gt; Quest Findings&gt;Interactivity: Sky Watchers, 102</p>

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<b>Disciplinary Core Ideas</b>	
<b>ESS1.A: The Universe and Its Stars</b>	
<p>Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted.</p>	<p><b>SE/TE:</b>            Quest Kickoff: Sky Watchers, 76-77            Jumpstart Discovery!, 80            ulnvestigate Lab: Why is it hard to see stars during the day?, 81            Star Light, Star Bright: Draw Conclusions, 82            Quest Connection, 83            Quest Check-In: Stars in the Sky, 85            Jumpstart Discovery!, 86            ulnvestigate Lab: How can you observe sun patterns?, 87            Earth Spins: Identify, 88            STEM Math Connection: Use a Calendar, 93            Quest Findings: Sky Watchers, 102            uDemonstrate Lab: How do shadows change?, 108-109</p> <p><b>TE only:</b>            Focus on Mastery!: Comparing Observations, 90</p> <p><b>Realize™ Digital Resources:</b>  <b>Sky and Earth</b>            &gt;Topic Launch: Quest Kickoff&gt;Video: Sky Watchers            &gt;Lesson 1, Observe the Sky&gt;Video: Observe the Sky;&gt;Interactivity: Day Sky            &gt;Lesson 2, Patterns in the Sky&gt;Video: Patterns in the Sky;&gt;Interactivity: Patterns in the Night Sky            &gt;Topic Close&gt; Quest Findings&gt;Interactivity: Sky Watchers, 102</p>
<b>ETS2.A: Interdependence of Science, Engineering, and Technology</b>	
<p>People encounter questions about the natural world every day. There are many types of tools produced by engineering that can be used in science to help answer these questions through observation or measurement. Observations and measurements are also used in engineering to help test and refine design ideas. Observations and measurements are also used in engineering to help test and refine design ideas.</p>	<p><b>SE/TE:</b>            ulnvestigate Lab: How can you observe sun patterns?, 87            Quest Connection, 91            Math Toolbox: Science Practice Toolbox, 90            A Closer View, 91            Quest Connection, 91            STEM Math Connection: Use a Calendar, 93            Career Connection, Space Scientist, 103</p>

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<b>Science and Engineering Practices</b>	
<b>Analyzing and Interpreting Data</b> Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.	<b>SE/TE:</b> uInvestigate Lab: Why is it hard to see stars during the day?, 81 uDemonstrate Lab: How do shadows change?, 108-109
<b>Crosscutting Concepts</b>	
<b>Patterns</b> Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.	<b>SE/TE:</b> uInvestigate Lab: How can you observe sun patterns?, 87 Earth Spins: Identify, 88 Sunrise, Sunset, 89 Math Toolbox: Science Practice Toolbox, 90 A Closer View, 91 Moon Patterns, 92 STEM Math Connection: Use a Calendar, 93 uEngineer It!: Design a Code, 100-101 uDemonstrate Lab: How do shadows change?, 108-109  <b>Realize™ Digital Resources:</b> <b>Sky and Earth</b> >Lesson 2, Patterns in the Sky>Video: Patterns in the Sky;>Interactivity: Patterns in the Night Sky



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<b>Performance Expectation</b>	
<p><b>1-ESS1-2:</b> Make observations at different times of year to relate the amount of daylight to the time of year.</p>	<p><b>SE/TE:</b>            Sunrise, Sunset, 89            ulnvestigate Lab: How does the sun cause seasons?, 95            Seasons, 96-97            Quest Check-In Lab: How can you model the motions of Earth?, 98-99            Topic Assessment, 104-105            Quest Kickoff: Plan a Trip!, 112-113            Sunlight and Seasons, 129            Literacy Toolbox: Sequence, 129            Quest Check-In Lab: How does the season affect the amount of daylight?, 132-133            Quest Findings: Plan a Trip!, 134</p> <p><b>Realize™ Digital Resources:</b>  <b>Weather and the Seasons</b>            &gt;Topic Launch&gt;Quest Kickoff&gt;Video: Plan a Trip!            &gt;Lesson 2, Weather Changes and the Seasons&gt;Video: Weather Changes and the Seasons;&gt;Interactivity: The Four Seasons            &gt;Topic Close&gt;Quest Findings&gt;Interactivity: Plan a Trip!</p>

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<b>Disciplinary Core Ideas</b>	
<b>ESS1.B: Earth and the Solar System</b>	
Seasonal patterns of sunrise and sunset can be observed, described, and predicted.	<p><b>SE/TE:</b>            Sunrise, Sunset, 89            ulnvestigate Lab: How does the sun cause seasons?, 95            Seasons, 96-97            Quest Check-In Lab: How can you model the motions of Earth?, 98-99            Topic Assessment, 104-105            Quest Kickoff: Plan a Trip!, 112-113            Sunlight and Seasons, 129            Literacy Toolbox: Sequence, 129            Quest Check-In Lab: How does the season affect the amount of daylight?, 132-133            Quest Findings: Plan a Trip!, 134</p> <p><b>Realize™ Digital Resources:</b>  <b>Weather and the Seasons</b>            &gt;Topic Launch&gt;Quest Kickoff&gt;Video: Plan a Trip!            &gt;Lesson 2, Weather Changes and the Seasons&gt;Video: Weather Changes and the Seasons;&gt;Interactivity: The Four Seasons            &gt;Topic Close&gt;Quest Findings&gt;Interactivity: Plan a Trip!</p>
<b>Science and Engineering Practices</b>	
<p><b>Planning and Carrying Out Investigations</b>            Make observations (firsthand or from media) to collect data that can be used to make comparisons.</p>	<p><b>SE/TE:</b>            ulnvestigate Lab: How does the sun cause seasons?, 95            Quest Check-In Lab: How can you model the motions of Earth?, 98-99            Quest Check-In Lab: How does the season affect the amount of daylight?, 132-133            uDemonstrate Lab: How does weather change in a week?, 140-141</p>

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<b>Crosscutting Concepts</b>	
<p><b>Patterns</b> Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.</p>	<p><b>SE/TE:</b> Sunrise, Sunset, 89 uInvestigate Lab: How does the sun cause seasons?, 95 Seasons, 96-97 Quest Check-In Lab: How can you model the motions of Earth?, 98-99 Topic Assessment, 104-105 Quest Kickoff: Plan a Trip!, 112-113 Daily Weather Changes, 128 Sunlight and Seasons, 129 Literacy Toolbox: Sequence, 129 Seasonal Weather Changes, 130-131 Quest Check-In Lab: How does the season affect the amount of daylight?, 132-133 Quest Findings: Plan a Trip!, 134 uDemonstrate Lab: How does weather change in a week?, 140-141</p> <p><b>Realize™ Digital Resources:</b> <b>Weather and the Seasons</b> &gt;Lesson 2, Weather Changes and the Seasons&gt;Video: Weather Changes and the Seasons;&gt;Interactivity: The Four Seasons</p>

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