

**A Correlation of**  
**Elevate Science**  
**Grade 1, ©2019**



To the

**North Dakota**  
**Science Content Standards 2019**  
**Grade 1**

**A Correlation of Elevate Science, Grade 1, ©2019  
To the  
North Dakota Science Content Standards for Grade 1**

**Introduction**

The following document demonstrates how the ***Elevate Science* ©2019** program supports North Dakota Science Content Standards for Grade 1. Correlation references include the Student Edition, Teacher Edition, and online Realize™ digital resources.

***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 21<sup>st</sup> 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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<b>Waves and Their Applications in Technologies for Information Transfer</b>	
<b>Performance Standard 1-PS4-1</b>	
Plan and conduct investigations to provide evidence that sound can make materials vibrate and that vibrating materials 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 uInvestigate Lab: How can you see sound?, 13 Quest Check-In Lab: How can instruments talk?, 18-19 STEM 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> 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 Making Sound, 14 Making Music, 16-17 Quest Check-In Lab: How can instruments talk?, 18-19 Topic Assessment, 30-31 STEM uDemonstrate Lab: Which instrument can you use to make sound?, 34-35  <b>Realize™ Digital Resources:</b> <b>Sound</b> >Lesson 1, Describe Sound>Video: Describe Sound;>Quiz: Describe Sound >Lesson 2, Make Sound>Video: Make Sound;>Interactivity: Length and Sound;>Quiz: Make Sound
<b>Science and Engineering Practices</b>	
<b>Planning and Carrying Out Investigations</b> Plan and conduct investigations collaboratively to produce evidence to answer a question.	<b>SE/TE:</b> uConnect Lab: How can a ruler make a sound?, 4 uInvestigate Lab: How does size affect sound?, 7 uInvestigate Lab: How can you see sound?, 13 Quest Check-In Lab: How can instruments talk?, 18-19 STEM 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 a sound?, 4 STEM uDemonstrate Lab: Which instrument can you use to make sound?, 34-35

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<b>Performance Standard 1-PS4-2</b>	
Construct an evidence-based account, through observation, that objects can be seen only when illuminated.	<p><b>SE/TE:</b>  uConnect Lab: What do you need to see objects?, 40  Light and Darkness, 44  Where Light Comes From, 45  Quest Check-In: Give Off Light, 47  Jumpstart Discovery!, 58  uInvestigate Lab: How can you use light to see?, 59  Evidence-Based Assessment, 70-71</p> <p><b>Realize™ Digital Resources:</b>  <b>Light</b>  &gt;Lesson 1, Observe Light&gt;Video: Observe Light;&gt;Interactivity: Light Helps Us See</p>
<b>Disciplinary Core Ideas</b>	
<p><b>PS4.B: Electromagnetic Radiation</b>  Objects can be seen if light is available to illuminate them or if they give off their own light.</p>	<p><b>SE/TE:</b>  uConnect Lab: What do you need to see objects?, 40  Light and Darkness, 44  Where Light Comes From, 45  Quest Check-In: Give Off Light, 47  Jumpstart Discovery!, 58  uInvestigate Lab: How can you use light to see?, 59  Topic Assessment, 68-69  Evidence-Based Assessment, 70-71</p> <p><b>Realize™ Digital Resources:</b>  <b>Light</b>  &gt;Lesson 1, Observe Light&gt;Video: Observe Light;&gt;Interactivity: Light Helps Us See</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: What do you need to see objects?, 40  uInvestigate Lab: What happens when an object blocks light?, 43  Light and Darkness, 44  Where Light Comes From, 45  Quest Check-In: Give Off Light, 47  uInvestigate Lab: How can you use light to see?, 59  Evidence-Based Assessment, 70-71</p> <p><b>Realize™ Digital Resources:</b>  <b>Light</b>  &gt;Lesson 1, Observe Light&gt;Interactivity: Light Helps Us See</p>

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<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: What do you need to see objects?, 40 ulnvestigate Lab: How can you use light to see?, 59
<b>Performance Standard 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> Quest Kickoff: STEM Help Send a Message, 38-39 ulnvestigate Lab: What happens when an object blocks light?, 43 ulnvestigate Lab: How do materials affect light?, 49 Quest Connection, 53 Quest Check-In: Materials for a Light Signal, 54 STEM Quest Check-In Lab: How can you send secret messages?, 64-65 uDemonstrate Lab: How can I change a transparent material?, 72-73  <b>Realize™ Digital Resources:</b> <b>Light</b> >Lesson 2, Light and Matter>Interactivity: Shine Light on Matter
<b>Disciplinary Core Ideas</b>	
<b>PS4.B: Electromagnetic Radiation</b> 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.	<b>SE/TE:</b> Jumpstart Discovery!, 42 ulnvestigate Lab: What happens when an object blocks light?, 43 Shadows, 46 Jumpstart Discovery!, 48 ulnvestigate Lab: How do materials affect light?, 49 Blocked Light, 50 Light Goes Through, 51 Light Bounces Off, 52 Quest Connection, 53 Quest Check-In: Materials for a Light Signal, 54 Solve it with Science: How can you see what is behind you?, 55 uDemonstrate Lab: How can I change a transparent material?, 72-73  <b>Realize™ Digital Resources:</b> <b>Light</b> >Lesson 2, Light and Matter>Video: Light and Matter;>Interactivity: Shine Light on Matter;>Quiz: Light and Matter

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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 evidence to answer a question.</p>	<p><b>SE/TE:</b>  <ul style="list-style-type: none"> <li>uInvestigate Lab: What happens when an object blocks light?, 43</li> <li>uInvestigate Lab: How do materials affect light?, 49</li> <li>Quest Check-In: Materials for a Light Signal, 54</li> <li>uDemonstrate Lab: How can I change a transparent material?, 72-73</li> </ul> </p> <p><b>Realize™ Digital Resources:</b>  <b>Light</b>            &gt;Lesson 2, Light and Matter&gt;Interactivity: Shine Light on Matter</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>  <ul style="list-style-type: none"> <li>uInvestigate Lab: What happens when an object blocks light?, 43</li> <li>uInvestigate Lab: How do materials affect light?, 49</li> <li>Quest Connection, 53</li> <li>Quest Check-In: Materials for a Light Signal, 54</li> <li>STEM Quest Check-In Lab: How can you send secret messages?, 64-65</li> <li>uDemonstrate Lab: How can I change a transparent material?, 72-73</li> </ul> </p> <p><b>Realize™ Digital Resources:</b>  <b>Light</b>            &gt;Lesson 2, Light and Matter&gt;Interactivity: Shine Light on Matter</p>

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<b>Performance Standard 1-PS4-4</b>	
Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.	<p><b>SE/TE:</b>            Quest Kickoff: Sending Sound Messages, 2-3            Quest Connection, 17            Quest Check-In Lab: How can instruments talk?, 18-19            ulnvestigate Lab: What does that sound say?, 21            Quest Connection, 24            STEM Quest Check-In Lab: How can an instrument send a secret?, 25            Quest Findings: STEM Sending Sound Messages, 28            Quest Kickoff STEM: 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            STEM Quest Check-In Lab: How can you send secret messages?, 64-65            Quest Findings: STEM Help Send a Message, 66</p> <p><b>Realize™ Digital Resources:</b>  <b>Sound</b>            &gt;Lesson 3, Uses of Sound&gt;uEngineer It! Interactivity: Notify the Residents</p>
<b>Disciplinary Core Ideas</b>	
<p><b>PS4.C: Information Technologies and Instrumentation</b>            People also use a variety of devices to communicate (send and receive information) over long distances.</p>	<p><b>SE/TE: 21</b>            ulnvestigate Lab: What does that sound say?, 21            Using Sounds, 22-23            Communicating with Sound, 24            Topic Assessment, 30-31            Communicate with Light, 61            Uses of Light, 62-63</p> <p><b>Realize™ Digital Resources:</b>  <b>Sound</b>            &gt;Lesson 3, Uses of Sound&gt;Video: Uses of Sound;&gt;Interactivity: Sending Sounds to Communicate;&gt;Quiz: Uses of Sound  <b>Light</b>            &gt;Lesson 3, Uses of Light&gt;Video: Uses of Light;&gt;Interactivity: Light Keeps Us Safe;&gt;Quiz: Uses of Light</p>



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<b>Science and Engineering Practices</b>	
<b>Constructing Explanations and Designing Solutions</b> Use tools and materials provided to design a device that solves a specific problem.	<b>SE/TE:</b> Quest Kickoff: Sending Sound Messages, 2-3 Quest Check-In Lab: How can instruments talk?, 18-19 uInvestigate Lab: What does that sound say?, 21 STEM Quest Check-In Lab: How can an instrument send a secret?, 25 Quest Findings: STEM Sending Sound Messages, 28 Quest Kickoff STEM: Help Send a Message, 38-39 Quest Connection, 53 Quest Check-In: Materials for a Light Signal, 54 STEM Quest Check-In Lab: How can you send secret messages?, 64-65 Quest Findings: STEM Help Send a Message, 66  <b>Realize™ Digital Resources:</b> <b>Sound</b> >Lesson 3, Uses of Sound>uEngineer It! Interactivity: Notify the Residents
<b>From Molecules to Organisms: Structures and Processes</b>	
<b>Performance Standard 1-LS1-1</b>	
Construct an evidence-based argument with the use of a drawing or a model that illustrates how structures of plants or animals help them survive in their habitat.	<b>SE/TE:</b> Quest Kickoff: STEM Nature Copycats, 144-145 Quest Check-In: Roots Help Plants Survive, 153 uEngineer It! Design STEM: Design a Tool, 160-161 uInvestigate Lab: What can people learn from an acorn shell?, 163 People Mimic Nature, 164-165 Quest Connection, 164 Quest Check-In: A Sticky Invention, 166 Quest Check-In Lab: How do snowshoe hares stay safe?, 174-175 Quest Findings: Nature Copycats, 176 Career Connection: Bioengineer, 177 Evidence-Based Assessment, 180-181 STEM uDemonstrate Lab: How do the spines of cacti help them?, 182-183  <b>Realize™ Digital Resources:</b> <b>Living Things</b> >Lesson 3, People Learn from Plant and Animal Parts>Video: People Learn from Plant and Animal Parts;>Interactivity: How People Mimic Living Things;>uEngineer It! Video: Design a Tool

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<b>Disciplinary Core Ideas</b>	
<p><b>LS1.A: Structure and Function</b> 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> 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 STEM uInvestigate Lab: How do whiskers help a cat?, 155 How Animals Move, 156 Connecting Concepts Toolbox: Structure and Function, 156 Body Coverings and Ways of Breathing, 157 Animals' Senses and Responses, 158 STEM uDemonstrate Lab: How do the spines of cacti help them?, 182-183</p> <p><b>Realize™ Digital Resources:</b> <b>Living Things</b> &gt;Lesson 1, Plant Parts&gt;Video: Plant Parts;&gt;Interactivity: Plant Parts;&gt;Quiz: Plant Parts &gt;Lesson 2, Animal Parts&gt;Video: Animal Parts;&gt;Interactivity: Animal Parts;&gt;Quiz: Animal Parts</p>
<p><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>	<p><b>SE/TE:</b> Roots, 150 Stems and Leaves, 151 Animals' Senses and Responses, 158 Parents Protect Young, 210-211 Parents Teach Young, 212 Young Stay Close and Make Sounds, 213</p> <p><b>Realize™ Digital Resources:</b> <b>Living Things</b> &gt;Lesson 1, Plant Parts&gt;Interactivity: Plant Parts &gt;Lesson 2, Animal Parts&gt;Video: Animal Parts;&gt;Quiz: Animal Parts</p>

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<b>Science and Engineering Practices</b>	
<b>Developing and using models</b> Develop a simple model based on evidence.	<b>SE/TE:</b> Quest Check-In: Roots Help Plants Survive, 153 uEngineer It! Design STEM: Design a Tool, 160-161 uInvestigate Lab: What can people learn from an acorn shell?, 163 Quest Check-In Lab: How do snowshoe hares stay safe?, 174-175 STEM uDemonstrate Lab: How do the spines of cacti help them?, 182-183
<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.	<b>SE/TE:</b> Quest Kickoff: STEM Nature Copycats, 144-145 uEngineer It! Design STEM: Design a Tool, 160-161 Quest Findings: Nature Copycats, 176
<b>Engaging in argument from evidence</b> Construct an argument with evidence to support a claim.	<b>SE/TE:</b> Evidence-Based Assessment, 180-181 STEM uDemonstrate Lab: How do the spines of cacti help them?, 182-183
<b>Crosscutting Concepts</b>	
<b>Structure and Function</b> The shape and stability of structures of natural and designed objects are related to their function(s).	<b>SE/TE:</b> STEM uConnect Lab: How can you make a model of a plant?, 146 uInvestigate Lab: What do the parts of a plant look like?, 149 Stems and Leaves, 151 Quest Check-In: Roots Help Plants Survive, 153 Connecting 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 Quest Check-In: A Sticky Invention, 166 STEM uDemonstrate Lab: How do the spines of cacti help them?, 182-183  <b>Realize™ Digital Resources:</b> <b>Living Things</b> >Lesson 3, People Learn from Plant and Animal Parts>uEngineer It! Video: Design a Tool

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<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 Kickoff STEM: Nature Copycats, 144-145 Quest Check-In: Roots Help Plants Survive, 153 Quest Check-In: Different Shapes, Different Uses, 159 uEngineer It! Design STEM: Design a Tool, 160-161 uInvestigate Lab: What can people learn from an acorn shell?, 163 Quest Connection, 164</p> <p><b>Realize™ Digital Resources:</b> <b>Living Things</b> &gt;Lesson 3, People Learn from Plant and Animal Parts&gt;&gt;Video: People Learn from Plant and Animal Parts;&gt;Interactivity: How People Mimic Living Things</p>

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<b>Performance Standard 1-LS1-2</b>	
Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.	<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:            Parents and Offspring</b>            &gt;Lesson 3, Patterns in Animal Behavior&gt;Video: Patterns in Animal Behavior;&gt;Interactivity: Animal Behaviors</p>
<b>Disciplinary Core Ideas</b>	
<p><b>LS1.B: Growth and Development of Organisms</b>            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>            Literacy Connection: Main Idea and Details, 189            Life Cycle of a Plant, 192            Life Cycle of an Animal, 193            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:            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: 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 world can be observed, used to describe phenomena, and used as evidence.</p>	<p><b>SE/TE:</b> ulnvestigate Lab: How do plants grow and change?, 191 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> <p><b>Realize™ Digital Resources: Parents and Offspring</b> &gt;Lesson 3, Patterns in Animal Behavior&gt;Video: Patterns in Animal Behavior;&gt;Interactivity: Animal Behaviors</p>

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<b>Heredity: Inheritance and Variation of Traits</b>	
<b>Performance Standard 1-LS3-1</b>	
Construct an evidence-based account, through observation, that young plants and animals are alike, but not exactly like, their parents.	<p><b>SE/TE:</b>  uConnect Lab: Which mouse is longer?, 188  uInvestigate Lab: How do plants grow and change?, 191  uInvestigate Lab: What do young plants look like?, 197  Plants Are Alike, 199  Plants Are Different, 200  Animals Are Alike, 201  Animals Are Different, 202  Quest Check-In: Alike and Different, 203  Topic Assessment, 218-219  Evidence-Based Assessment, 220-221  uDemonstrate Lab: How do living things change as they grow?, 222-223</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;&gt;Quiz: Observe Parents and Young</p>
<b>Disciplinary Core Ideas</b>	
<p><b>LS3.A: Inheritance of Traits</b>  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>  uConnect Lab: Which mouse is longer?, 188  uInvestigate Lab: How do plants grow and change?, 191  uInvestigate Lab: What do young plants look like?, 197  Plants Are Alike, 199  Plants Are Different, 200  Animals Are Alike, 201  Animals Are Different, 202  Quest Check-In: Alike and Different, 203  Topic Assessment, 218-219  Evidence-Based Assessment, 220-221  uDemonstrate Lab: How do living things change as they grow?, 222-223</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;&gt;Quiz: Observe Parents and Young</p>

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<p><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>	<p><b>SE/TE:</b> Plants Are Alike, 199 Plants Are Different, 200 Animals Are Alike, 201 Animals Are Different, 202 Quest Check-In: Alike and Different, 203</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 uInvestigate Lab: How do plants grow and change?, 191 uInvestigate Lab: What do young plants look like?, 197 Plants Are Alike, 199 Plants Are Different, 200 Animals Are Alike, 201 Animals Are Different, 202 Quest Check-In: Alike and Different, 203 uDemonstrate Lab: How do living things change as they grow?, 222-223</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>
<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> uInvestigate Lab: How do plants grow and change?, 191 Quest Check-In Lab: How are the life cycles alike and different?, 194-195 uInvestigate Lab: What do young plants look like?, 197 uDemonstrate Lab: How do living things change as they grow?, 222-223</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</b>	
<b>Performance Standard 1-ESS1-1</b>	
Use observations of the sun, moon, and stars to describe patterns that can be predicted.	<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, 82            Quest Connection, 83            ulnvestigate 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            Quest Check-In Lab: How can you model the motions of Earth?, 98-99            Quest Findings: Sky Watchers, 102            uDemonstrate Lab: How do shadows change?, 108-109</p> <p><b>Realize™ Digital Resources:</b>  <b>Sky and Earth</b>            &gt;Lesson 1, Observe the Sky&gt;Video: Observe the Sky            &gt;Lesson 2, Patterns in the Sky&gt;Video: Patterns in the Sky;&gt;Interactivity: Patterns in the Night Sky</p>
<b>Disciplinary Core Ideas</b>	
<p><b>ESS1.A: The Universe and its Stars</b>            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>            ulnvestigate Lab: How can you observe sun patterns?, 87            Earth Spins, 88            Sunrise, Sunset, 89            Moon Motions and Phases, 90            Quest Check-In: Moon Patterns, 92            STEM Math Connection: Use a Calendar, 93            ulnvestigate Lab: How does sun cause seasons?, 95            Seasons, 96-97            Quest Check-In Lab: How can you model the motions of Earth?, 98-99            Quest Findings: Sky Watchers, 102            Evidence-Based Assessment, 106-107            uDemonstrate Lab: How do shadows change?, 108</p> <p><b>Realize™ Digital Resources:</b>  <b>Sky and Earth</b>            &gt;Lesson 2, Patterns in the Sky&gt;Video: Patterns in the Sky;&gt;Interactivity: Patterns in the Night Sky            &gt;Lesson 3, Daylight Changes and Seasons&gt;Video: Daylight Changes and Seasons</p>

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<b>Science and Engineering Practices</b>	
<p><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.</p>	<p><b>SE/TE:</b> Quest Kickoff: Sky Watchers, 76-77 Star Light, Star Bright, 82 Quest Connection, 83 Investigate Lab: How can you observe sun patterns?, 87 Earth Spins, ;88 Sunrise, Sunset, 89 Moon Motions and Phases, 90 Quest Check-In: Moon Patterns, 92 STEM Math Connection: Use a Calendar, 93 Investigate 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 Quest Findings: Sky Watchers, 102 Evidence-Based Assessment, 106-107 Demonstrate Lab: How do shadows change?, 108-109</p> <p><b>Realize™ Digital Resources:</b> <b>Sky and Earth</b> &gt;Lesson 1, Observe the Sky&gt;Video: Observe the Sky;&gt;Interactivity: Patterns in the Night Sky;&gt;Quiz: Patterns in the Sky &gt;Lesson 2, Patterns in the Sky&gt;Video: Patterns in the Sky;&gt;Interactivity: Patterns in the Night Sky;&gt;Quiz: Patterns in the Sky</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> Quest Kickoff: Sky Watchers, 76-77 Quest Connection, 83 Jumpstart Discovery!, 86 Investigate Lab: How can you observe sun patterns?, 87 Earth Spins, 88 Sunrise, Sunset, 89 Moon Motions and Phases, 90 Quest Check-In: Moon Patterns, 92 STEM Math Connection: Use a Calendar, 93 Investigate 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 Quest Findings: Sky Watchers, 102 Evidence-Based Assessment, 106-107 Demonstrate Lab: How do shadows change?, 108-109</p> <p><b>Realize™ Digital Resources:</b> <b>Sky and Earth</b> &gt;Lesson 1, Observe the Sky&gt;Video: Observe the Sky;&gt;Interactivity: Patterns in the Night Sky;&gt;Quiz: Patterns in the Sky &gt;Lesson 2, Patterns in the Sky&gt;Video: Patterns in the Sky;&gt;Interactivity: Patterns in the Night Sky;&gt;Quiz: Patterns in the Sky</p>

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<b>Performance Standard 1-ESS1-2</b>	
Make observations at different times of year to relate the amount of daylight to the time of year.	<p><b>SE/TE:</b>            ulInvestigate Lab: How does the sun cause seasons?, 95            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</p> <p><b>Realize™ Digital Resources:</b>  <b>Weather and Seasons</b>            &gt;Lesson 2, Weather Changes and Seasons&gt;Video: Weather Changes and Seasons;&gt;Quiz: Weather Changes and Seasons</p>
<b>Disciplinary Core Ideas</b>	
<p><b>ESS1.B: Earth and the Solar System</b>            Seasonal patterns of sunrise and sunset can be observed, described, and predicted.</p>	<p><b>SE/TE:</b>            Sunrise, Sunset, 89            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</p> <p><b>Realize™ Digital Resources:</b>  <b>Weather and Seasons</b>            &gt;Lesson 2, Weather Changes and Seasons&gt;Video: Weather Changes and Seasons;&gt;Quiz: Weather Changes and Seasons</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>            Seasons, 96-97            uDemonstrate Lab: How do shadows change?, 108-109            Sunlight and Seasons, 129            Quest Check-In Lab: How does the season affect the amount of daylight?, 132-133</p> <p><b>Realize™ Digital Resources:</b>  <b>Weather and Seasons</b>            &gt;Lesson 2, Weather Changes and Seasons&gt;Video: Weather Changes and Seasons</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> 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 Quest Findings: Sky Watchers, 102 Evidence-Based Assessment, 106-107 uDemonstrate Lab: How do shadows change?, 108-109 Sunlight and Seasons, 129</p> <p><b>Realize™ Digital Resources:</b> <b>Sky and Earth</b> &gt;Lesson 3, Daylight Changes and Seasons&gt;Video: Daylight Changes and Seasons <b>Weather and Seasons</b> &gt;Lesson 2, Weather Changes and Seasons&gt;Video: Weather Changes and Seasons;&gt;Quiz: Weather Changes and Seasons</p>
<b>Engineering &amp; Technology</b>	
<b>Performance Standard K-2-ET1-1</b>	
<p>Ask questions, make observations, and gather information to define a simple problem (a situation people want to change) that can be solved through the development of a new or improved object or tool.</p>	<p><b>SE/TE:</b> STEM Quest Check-In Lab: How can an instrument send a secret?, 25 uEngineer It! Improve STEM: Alert! Alert!, 26-27 Solve it with Science: How can you see what is behind you?, 55 uEngineer It! Define STEM: Windshield Safety, 56-57 Engineering Practices, Define a Problem, EM10</p>
<b>Disciplinary Core Ideas</b>	
<p><b>ETS1.A Defining and Delimiting Engineering Problems</b> 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>	<p><b>SE/TE:</b> STEM Quest Check-In Lab: How can an instrument send a secret?, 25 uEngineer It! Improve STEM: Alert! Alert!, 26-27 Solve it with Science,: How can you see what is behind you?, 55 uEngineer It! Define STEM: Windshield Safety, 56-57 Engineering Practices, Design a Solution, EM11</p> <p><b>Realize™ Digital Resources:</b> <b>Sound</b> &gt;Lesson 3, Uses of Sound&gt;uEngineer It! Interactivity: Notify the Residents</p>

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Asking questions, making observations, and gathering information are helpful in thinking about problems.	<p><b>SE/TE:</b> STEM Quest Check-In Lab: How can an instrument send a secret?, 25 uEngineer It! Improve STEM: Alert! Alert!, 26-27 Solve it with Science,: How can you see what is behind you?, 55 uEngineer It! Define STEM: Windshield Safety, 56-57 Engineering Practices, Define a Problem, EM10</p> <p><b>Realize™ Digital Resources:</b> <b>Sound</b> &gt;Lesson 3, Uses of Sound&gt;uEngineer It! Interactivity: Notify the Residents</p>
Before beginning to design a solution, it is important to clearly understand the problem.	<p><b>SE/TE:</b> STEM Quest Check-In Lab: How can an instrument send a secret?, 25 uEngineer It! Improve STEM: Alert! Alert!, 26-27 Solve it with Science,: How can you see what is behind you?, 55 uEngineer It! Define STEM: Windshield Safety, 56-57 Engineering Practices, Define a Problem, EM10</p>
<b>Science and Engineering Practices</b>	
<p><b>Asking Questions and Defining Problems</b> Ask questions based on observations to find more information about the designed world.</p>	<p><b>SE/TE:</b> Quest Check-In Lab: How can instruments talk?, 18-19 STEM Quest Check-In Lab: How can an instrument send a secret?, 25 uInvestigate Lab: How do materials affect light?, 49 uEngineer It! Define STEM: Windshield Safety, 56-57</p> <p><b>Realize™ Digital Resources:</b> <b>Sound</b> &gt;Lesson 3, Uses of Sound&gt;uEngineer It! Interactivity: Notify the Residents</p>
Define a simple problem that can be solved through the development of a new or improved object or tool.	<p><b>SE/TE:</b> STEM Quest Check-In Lab: How can an instrument send a secret?, 25 uEngineer It! Improve STEM: Alert! Alert!, 26-27 Solve it with Science,: How can you see what is behind you?, 55 uEngineer It! Define STEM: Windshield Safety, 56-57 Engineering Practices, Define a Problem, EM10</p>

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<b>Performance Standard K-2-ET1-2</b>	
Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	<b>SE/TE:</b> <ul style="list-style-type: none"> <li>ulInvestigate Lab: How does size affect sound?, 7</li> <li>STEM uDemonstrate Lab: Which instrument can you use to make sound?, 34-35</li> <li>ulInvestigate Lab: How can you use light to see?, 59</li> <li>Engineering Practice Toolbox: Design Lights, 60</li> </ul>
<b>Disciplinary Core Ideas</b>	
<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.	<b>SE/TE:</b> <ul style="list-style-type: none"> <li>ulInvestigate Lab: How does size affect sound?, 7</li> <li>STEM uDemonstrate Lab: Which instrument can you use to make sound?, 34-35</li> <li>ulInvestigate Lab: How can you use light to see?, 59</li> <li>Engineering Practice Toolbox: Design Lights, 60</li> </ul>
<b>Science and Engineering Practices</b>	
<b>Developing and Using Models</b> Develop a simple model based on evidence to represent a proposed object or tool.	<b>SE/TE:</b> <ul style="list-style-type: none"> <li>ulInvestigate Lab: How does size affect sound?, 7</li> <li>STEM Quest Check-In Lab: How can an instrument send a secret?, 25</li> <li>STEM uDemonstrate Lab: Which instrument can you use to make sound?, 34-35</li> <li>ulInvestigate Lab: How can you use light to see?, 59</li> </ul>
<b>Crosscutting Concepts</b>	
<b>Structure and Function</b> The shape and stability of structures of natural and designed objects are related to their function/s.	<b>SE/TE:</b> <ul style="list-style-type: none"> <li>ulInvestigate Lab: How does size affect sound?, 7</li> <li>STEM uDemonstrate Lab: Which instrument can you use to make sound?, 34-35</li> <li>ulInvestigate Lab: How can you use light to see?, 59</li> </ul>

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<b>Performance Standard K-2-ET1-3</b>	
Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	<b>SE/TE:</b> Quest Check-In Lab: How can instruments talk?, 18-19 STEM Quest Check-In Lab: How can an instrument send a secret?, 25 uInvestigate Lab: How do materials affect light?, 49 Engineering Practices: Improve the Design, 12-13
<b>Disciplinary Core Ideas</b>	
<b>ETS1.C Optimizing the Design Solution</b> Because there is always more than one possible solution to a problem, it is useful to compare and test designs.	<b>SE/TE:</b> Quest Check-In Lab: How can instruments talk?, 18-19 STEM Quest Check-In Lab: How can an instrument send a secret?, 25 uInvestigate Lab: How do materials affect light?, 49 Engineering Practices: Improve the Design, 12-13
<b>Science and Engineering Practices</b>	
<b>Analyzing and Interpreting Data</b> Analyze data from tests of an object or tool to determine if it works as intended.	<b>SE/TE:</b> uInvestigate Lab: How does size affect sound?, 7 Quest Check-In Lab: How can instruments talk?, 18-19 STEM uDemonstrate Lab: Which instrument can you use to make sound?, 34-35 uInvestigate Lab: How do materials affect light?, 49 Quest Check-In: Materials for a Light Signal, 54 Engineering Practices: Improve the Design, 12-13

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