

A Correlation of
Elevate Science
Grade 1, ©2019



To the
Oklahoma
Academic Standards for Science
Grade 1

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Introduction

The following document demonstrates how the ***Elevate Science, ©2019*** program supports the Oklahoma Academic Standards for Science. 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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1-PS4 Waves and Their Applications in Technologies for Information Transfer	
<p>1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. Clarification Statement Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.</p>	<p>SE/TE: Topic 1 Opener: Sound, 1 Quest Kickoff: Sending Sound Messages, 2-3 uConnect Lab: How can a ruler make sound?, 4 Jumpstart Discovery!, 6 uInvestigate Lab: How can you see sound?, 7 Sound, 8 Quest Connection, 9 Jumpstart Discovery!, 12 uConnect Lab: How can a ruler make sound?, 13 Making Sounds, 14 Making Music, 16-17 Quest Check-In Lab: How can instruments talk?, 18-19 uInvestigate Lab: What does that sound say?, 21 Quest Check-In Lab: How can an instrument send a secret?, 25 Topic Assessment, 30-31</p>
<p>1-PS4-2 Make observations to construct an evidence-based account that objects can be seen only when illuminated. Clarification Statement Examples of observations could include those made in a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight. Illumination could be from an external light source or by an object giving off its own light. This can be explored with light tables, 3-way mirrors, overhead projectors and flashlights.</p>	<p>SE/TE: uConnect Lab: What do you need to see objects?, 40 Light and Darkness, 44 Quest Connection, 45 Where Light Comes From, 45 Jumpstart Discovery!, 58 Engineering Practice Toolbox: Design Lights, 60 Light and Mood, 60 Topic Assessment, 68-69 Evidence-Based Assessment, 70-71</p>

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<p>1-PS4-3 Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light. Clarification Statement Examples of materials could include those that are transparent (such as clear plastic), translucent (such as wax paper), opaque (such as cardboard), and reflective (such as a mirror). Assessment Boundary does not include the speed of light or assessment of descriptive words like transparent, translucent, opaque or reflective.</p>	<p>SE/TE: uConnect Lab: What do you need to see objects?, 40 Jumpstart Discovery!, 42 uInvestigate Lab: What happens when an object blocks light?, 43 Shadows, 46 Jumpstart Discovery!, 48 uInvestigate Lab: How do materials affect light?, 49 Blocked Light, 50 Light Goes Through, 51 Light Bounces Off, 52 Materials That Reflect, 53 Topic Assessment, 68-69 uDemonstrate Lab: How can I change a transparent material?, 72-73 uDemonstrate Lab: How do shadows change?, 108-109</p>
<p>1-PS4-4 Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance. Clarification Statement Examples of devices could include a light source to send signals, paper cup and string “telephones,” and a pattern of drumbeats. Assessment Boundary does not include technological details for how communication devices work.</p>	<p>SE/TE: Quest Kickoff: Sending Sound Messages, 2-3 Quest Check-In: Sounds of the World, 10 Quest Connection, 17 Quest Lab: How can instruments talk?, 18-19 uInvestigate Lab: What does that sound say?, 21 Using Sounds, 22-23 Communicating with Sound, 24 Quest Connection, 24 Quest Check-In Lab: How can an instrument send a secret?, 25 uEngineer It!: Alert! Alert!, 26-27 Quest Findings: Sending Sound Messages, 28 Topic Assessment, 30-31 Quest Kickoff: Help Send a Message, 38-39 Quest Check-In: Give off Light, 47 Quest Connection, 53 Quest Check-In: Materials for a Light Signal, 54 Communicate with Light, 61 Uses of Light, 62-63 Quest Check-In Lab: How can you send secret messages?, 64-65 Quest Findings: Help Send a Message, 66 Topic Assessment, 68-69</p>

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1-LS1 From Molecules to Organisms: Structure and Processes	
<p>1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/ or animals use their external parts to help them survive, grow, and meet their needs. Clarification Statement Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.</p>	<p>SE/TE: Topic 5 Opener: Living Things, 142-143 Quest Kickoff: Nature Copycats, 144-145 uConnect Lab: How can you make a model of a plant?, 146 Roots, 150 Quest Connection, 150 Stems and Leaves, 151 Jumpstart Discovery!, 154 uInvestigate Lab: How do whiskers help a cat?, 155 Quest Connection, 158 uEngineer It!: Design a Tool, 160-161 Jumpstart Discovery!, 162 uInvestigate Lab: What can people learn from an acorn shell?, 163 Quest Connection, 164 People Mimic Nature, 164-165 Quest Check-In: A Sticky Invention, 166 Quest Check-In: How do snowshoe hares stay safe?, 174-175 Quest Findings: Nature Copycats, 176 Standardized Test Prep, 180-181 Parents Protect Young, 210-211</p>
<p>1-LS1-2 Read text and use media to determine patterns in behavior of parents and offspring that help offspring survive. Clarification Statement Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring). Information may be obtained through observations, media, or text.</p>	<p>SE/TE: Literacy Connection: Main Idea and Details, 189 uInvestigate Lab: How do nests protect eggs?, 207 Parents Help Young, 209 Quest Connection, 209 Parents Protect Young, 210-211 Parents Teach Young, 212 Quest Check-In: Parents Help Young Learn, 214</p>

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1-LS3 Heredity: Inheritance and Variation of Traits	
<p>1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. Clarification Statement Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same. Assessment Boundary Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.</p>	<p>SE/TE: Topic 6 Opener: Parents and Offspring, 184-185 Quest Kickoff: Find the Parents, 186-187 uConnect Lab: Which mouse is longer?, 188 uInvestigate Lab: How do plants grow and change?, 191 Life Cycle of an Animal, 193 Quest Connection, 193 Jumpstart Discovery!, 196 uInvestigate Lab: What do young plants look like?, 197 Alike and Different, 198 Plants Are Alike, 199 Plants Are Different, 200 Animals Are Alike, 201 Quest Connection, 201 Animals Are Different, 202 Quest Check-In: Alike and Different, 203 Quest Findings: Find the Parents, 216 Topic Assessment, 218-219 Evidence-Based Assessment, 220-221 uDemonstrate Lab: How do living things change as they grow?, 222-223</p>
1-ESS1 Earth's Place in the Universe	
<p>1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted. Clarification Statement Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day. Assessment Boundary Assessment of star patterns is limited to stars being seen at night and not during the day.</p>	<p>SE/TE: Quest Kickoff: Sky Watchers, 76-77 Jumpstart discovery, 80 Quest Connection, 83 uInvestigate Lab: How can you observe sun patterns?, 87 Sunrise, Sunset, 89 Math Toolbox: Science Practice Toolbox, 90 Moon Motions and Phases, 90 Quest Check-In: Moon Patterns, 92 STEM Math Connection: Use a Calendar, 93 uInvestigate Lab: How does the sun cause seasons?, 95 Seasons, 96-97 Quest Findings: Sky Watchers, 102 Topic Assessment, 104-105</p>

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<p>1-ESS1-2 Make observations at different times of year to relate the amount of daylight and relative temperature to the time of year. Clarification Statement Emphasis is on relative comparisons of the amount of daylight and temperature in the winter to the amount in the spring, fall or summer. Assessment Boundary Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.</p>	<p>SE/TE: Literacy Toolbox: Picture Clues, 82 Sunrise, Sunset, 89 uInvestigate Lab: How does the sun cause seasons?, 95 Quest Connection, 96 Seasons, 96-97 Topic Assessment, 105 Standardized Test Prep, 106-107 Topic 4 Opener: Weather and Seasons, 110-111 Quest Kickoff: Plan a Trip!, 112-113 Quest Check-In: Hot and Cold, 122 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>1-ESS3 Earth and Human Activity</p>	
<p>1-ESS3-1 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. Clarification Statement Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles. Assessment BoundaryN/A</p>	<p>Supporting Content: SE/TE: Environments, 170 Land and Water Environments, 172-173 Engineering Practices: Define a Problem, EM10 Refer to Grade 2 Elevate Science, Topic 4 Lesson 3 People Can Change Earth. Refer to Kindergarten Elevate Science Topic 6, Lesson 3 People Can Change the Environment; Lesson 4 People Can Protect the Environment</p>