A Correlation of

Elevate Science

Grade 1, ©2019

To the

Utah Science and Engineering Education Standards (SEEd)

Grade 1

SAVVAS

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To the
Utah SEEd Standards for Grade 1

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INTRODUCTION	
The first-grade SEEd standards provide a framework for students to obtain, evaluate, and communicate information about seasonal and space patterns. Students investigate the needs of all living things including their offspring. Students model and investigate the effects of light and sound on objects or the effects of objects on light and sound. Additionally, students design and evaluate solutions to problems that exist in these areas.	
Strand 1.1: SEASONS AND SPACE PATTERNS	
Seasonal patterns of motion of the Sun, Moon, and stars can be observed, described, and predicted. These patterns may vary depending on the region, location, or time of year.	
Standard 1.1.1 Obtain, evaluate, and communicate information about the movement of the Sun, Moon, and stars to describe predictable patterns. Examples of patterns could include how the Sun and Moon appear to rise in one part of the sky, move across the sky, and set; or how stars, other than the Sun, are visible at night but not during the day. (ESS1.A)	**SE/TE:** Quest Kickoff: Sky Watchers, 76-77 Jumpstart Discovery!, 80 uInvestigate Lab:, 81 Star Light, Star Bright, 82 Quest Connection, 83 Jumpstart Discovery!, 86 uInvestigate 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 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 **Realize™ Digital Resources:** **Sky and Earth** >Topic Launch: Sky and Earth> Quest Kickoff: Sky Watchers; >Song: The Sun; >Coloring Activity: The Sun >Lesson 1, Observe the Sky>Video: Observe the Sky; >Interactivity: The Day Sky >Lesson 2, Patterns in the Sky>Video: Patterns in the Sky; Interactivity: Patterns in the Night Sky; Quiz: Patterns in the Sky >Topic Close: Sky and Earth>Quest Findings: Sky Watchers

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Standard 1.1.2 Obtain, evaluate, and communicate information about the patterns observed at different times of the year to relate the amount of daylight to the time of year. Emphasize the variation in daylight patterns at different times of the day and different times of the year. Examples could include varying locations and regions throughout the state, country, and world. (ESS1.B)	**SE/TE:** uInvestigate Lab: How does the sun cause seasons?, 95 Seasons, 96-97 Quest Connection, 96 Assessment, 104-105 Quest Kickoff: Plan a Trip!, 113 Sunlight and Seasons, 129 Literacy Toolbox: Sequence, 129 Quest Check-In Lab: How does the season affect the amount of daylight?, 132-133 Assessment, 136-137 Evidence-Based Assessment, 138-139 **Realize™ Digital Resources:** **Sky and Earth** >Lesson 3, Daylight Changes and the Seasons>Video: Daylight Changes and Seasons; >Interactivity: Seasons Around the World **Weather and Seasons** >Topic Launch: Weather and Seasons>Quest Kickoff: Plan a Trip!
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Strand 1.2: THE NEEDS OF LIVING THINGS AND THEIR OFFSPRING	
Living things (plants and animals, including humans) depend on their surroundings to get what they need, including food, water, shelter, and a favorable temperature. Plants and animals have external features that allow them to survive in a variety of environments. Young plants and animals are similar but not exactly like their parents. In many kinds of animals, parents and offspring engage in behaviors that help the offspring to survive.	
Standard 1.2.1 Plan and carry out an investigation to determine the effect of sunlight and water on plant growth. Emphasize investigations that test one variable at a time. (LS1.C)	**SE/TE:** uInvestigate Lab: What happens to a water plant out of water?, 169 Supporting Content: uInvestigate Lab: What do the parts of a plant look like?, 149 Stems and Leaves, 151 **Realize™ Digital Resources:** **Living Things** >Lesson 1, Plant Parts> Video: Plant Parts See also Grade 2, Topic 5, Lesson 2, Plant Needs, 162-167, 188-189
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Strand 1.3: LIGHT AND SOUND	
Sound can make matter vibrate, and vibrating matter can make sound. Objects can only be seen when light is available to illuminate them. Some objects give off their own light. Some materials allow light to pass through them, others allow only some light to pass through them, and still others block light and create a dark shadow on the surface beyond them where the light cannot reach. Mirrors can be used to redirect light. People use a variety of devices that may include sound and light to communicate over long distances.	
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