

A Correlation of
Elevate Science
Grade 1, ©2019



To the
Loudoun County Public Schools
Grade 1 Rubric

LCPS Grade One Rubric

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In grades kindergarten through second, students will develop skills in posing simple questions, conducting and planning simple investigations, observing, classifying, and communicating information about the natural world. Starting in first grade, students are introduced to the engineering design process and continue building on their experiences by engaging in additional aspects of the engineering design. Technologies and scientific tools are used when appropriate and feasible. Mathematics, computational thinking, and experience in the engineering design process are essential as students advance in their scientific thinking.

Resources Meet the LCPS Science Philosophy and Practice

Criteria	Correlation: Must address the identified need. When appropriate, provide examples in the resource. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
Instructional resources should develop students' ability to know, use, and interpret scientific explanations of the natural world; including developing and using models.	<p><i>Elevate Science</i> requires students to engage in scientific inquiry as they engage, think, investigate, and interact with natural phenomena through a variety of investigations designed to integrate elements of three-dimensional learning, such as developing and using models, interpreting and analyzing data, research activities, problem-based exercises and more. Organized by thematic topic, students “experience” science through a variety of scaffolded hands-on, inquiry activities designed to build their understanding of science concepts as they create explanations to explain phenomena about their natural world.</p> <p>For examples, please see the following: ATE: uInvestigate Lab: Why is it hard to see stars during the day?, 81 uConnect Lab: How can you make a model of a plant?, 146 uInvestigate Lab: How do whiskers help a cat?, 155</p>

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<p>Instructional resources should develop students' ability to generate and evaluate scientific evidence and explanations; including developing and using models.</p>	<p><i>Elevate Science</i> is designed to facilitate the development of students' ability to generate and evaluate scientific evidence and explanations through activities that integrate elements of three-dimensional learning, such as analyzing and interpreting data, constructing explanations and designing solutions, developing and using models, and more. The Quest problem-based learning scenario provides a context for student learning and affords them the opportunity to develop models, generate data, and gather evidence to support their explanations of scientific phenomena.</p> <p>For examples, please see the following: ATE: uInvestigate Lab: How can you make it rain?, 127 uInvestigate Lab: What happens to a water plant out of water?, 169 uDemonstrate Lab: How do the spines of cacti help them?, 182</p>
<p>Instructional resources should develop students' ability to understand the nature and development of scientific knowledge; When appropriate, instructional resources present multiple scientific perspectives and interpretations of scientific ideas as a representation of how science develops understanding of the natural world.</p>	<p>A variety of student-centered activities are incorporated in each topic to provide students with multiple perspectives on a theme. Science is presented as a 'quest' to discover knowledge and uncover new ideas, and not presented as a collection of facts to memorize. Students are encouraged to be active participants in their learning as they find solutions to real-world problems and participate in their learning 'adventure'.</p>

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Instructional resources should develop students' ability to participate productively in scientific practices and discourse.

Elevate Science includes a variety of program resources that assist students in developing the ability to participate in scientific discourse and engage in the scientific practices. Each topic opens with an image where students discuss the phenomenon presented and generate questions they would like to explore and learn more about. In-text features in every lesson include prompts like 'Explain', 'Tell', and 'Compare your results with others' for students to share their thinking. Along with teacher edition notes, students are encouraged to engage in conversations about what they think and what they know. The topic activities are built around the application of scientific practices. Students plan and conduct investigations, and interpret and analyze data gathered in the execution of their experiments. They develop and use models to explain the key concepts and use the text (both print and digital) as a method for obtaining and communicating information. Specific features like the Visual Literacy Connections (grades 3-5), the Literacy Connections (K-5), and the Quests (K-8) actively promote the development of the practices through the context of the topic's phenomenon.

For examples, please see the following:

ATE:

Quest: Help Send a Message, 38-39

Literacy Connection: Cause and Effect, 41

Literacy Connection: Compare and Contrast, 147

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<p>Instructional resources reflect current best practices in the field of science instruction (pedagogy).</p>	<p>Students and teachers will benefit from Savvas' (formerly Pearson) experience in developing instructional materials informed by a strong research base. Savvas is the only major publisher that consistently invests in outside validation studies that meet the rigorous criteria of the What Works Clearinghouse. A research team, including educational research methodologists, has been working with Savvas for eight years to integrate scientific research practices into the development of our curricula.</p> <p>In <i>Elevate Science</i>, that research is represented in the topic organization which is built around problem-based learning scenarios called Quests. These PBLs provide context for student learning and actively engages the learner in finding solutions to the presented real-world topic challenge. To support engagement and address multiple learning modalities, the digital platform hosts a variety of interactive multimedia resources (video, simulations, interactivities, virtual labs) that further student understanding of the core science concepts. These resources reflect the best practices in elementary science instruction, utilizing a blend of print and digital media for student learning.</p>
<p>Materials consistently provide development and application of concepts and scientific practices through the exploration and use of appropriate technologies.</p>	<p>Flexible classroom management tools within the digital platform provide freedom and control to use a digital, print, or blended format. The inquiry activities in <i>Elevate Science</i> are designed to engage students in hands-on science—making observations, planning investigations, designing solutions and analyzing evidence. Students work like scientists and engineers to understand authentic, real-world phenomena through a variety of lab experiences designed for specific learning objectives. The digital platform provides powerful data gathering interactive experiences to engage students in the exploration of the science concepts. These resources can be used for personalizing learning through data-driven instruction. The assessment resources include technology-enhanced items that allow students to develop and apply concepts and scientific practices and experience next generation assessment formats.</p>

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<p>Resource provides opportunities to engage in a meaningful scientific investigation of a watershed (stream or bay) as defined by the Virginia Department of Education (MWEE).</p>	<p><i>Elevate Science</i> provides opportunities for students to engage in the types of investigative essential experiences as described by the Chesapeake MWEE. The student investigations promote active, student-focused questioning, the collection and analysis of self-generated data, and gets them involved in going out-of-doors to explore the natural environment. In several topics in each grade, the Quest real-world problem reflects an environmental theme and encourages students to be active in the promotion of community-based solutions.</p> <p>For examples, please see the following: ATE: Environments, 170 Land and Water Environments, 172-173</p>
<p>Resource provides opportunities for students to engage in computational thinking by solving problems that logically organize and classify data and use a series of steps (algorithms).</p>	<p><i>Elevate Science</i> puts students on a path toward success in science learning by making science relevant and meaningful for today's students and teaching them to work similarly to actual scientists and engineers to understand real-world phenomena. Scientific inquiry, investigating phenomena, computational thinking, problem-solving and analysis and application of core concepts are emphasized as a goal for all students. In many of the investigations where students are gathering data, they engage in grade appropriate computational thinking exercises as a way to help interpret and analyze the data they have generated. Topics include Math toolboxes and Math Connection features that highlight opportunities for students to connect their science learning with mathematical practice.</p> <p>For examples, please see the following: ATE: Math Toolbox: Compare Numbers, 202 STEM Math Connection: Compare Numbers, 215 STEM Math Connection: Order Objects by Length, 167</p>

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<p>Resources provide opportunities for students to use technology to learn science content and science process skills.</p>	<p>Our innovative technology-enhanced items, performance-based assessments, and adaptive learning programs help measure and build key 21st-century skills in learners of all abilities—including the elements of conceptual understanding, basic and procedural skills, and problem solving. Virtual labs, interactive simulations and videos, along with an interactive student e-text all provide opportunities for students to use technology to learn and practice science concepts and skills.</p> <p>For examples, please see the following: CT: Realize™ Digital Resources: Sound >Lesson 2, Make Sound>Video: Make Sound >Lesson 2, Make Sound>Interactivity: Length and Sound >Lesson 3, Uses of Sound>Interactivity: Sending Sounds to Communicate >Lesson 3, Uses of Sound>uEngineer It!, Interactivity: Notify the Residents!</p>
<p>Resources provide opportunities for students to explore advances in technology and scientific discovery that have occurred since your last publication date.</p>	<p>The intuitive digital path is more than an ancillary to <i>Elevate Science</i>; it is a vital component of our approach to learning that places the student at the center of the process of discovery. The digital path enables students to explore science in a way that emphasizes their own quest for knowledge and creativity in exploring and organizing the material and explore advances in technology and scientific discovery that develop beyond publication of printed materials. uEngineer It! investigations and STEM activities encourage students to research and make use of current advances in science and apply those to their Quest solutions.</p>

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Resources Support the LCPS Mission, Core Beliefs and Strategic Goals https://bit.ly/2VV3IDB	
Criteria	Correlation: Must address the identified need. When appropriate, provide examples in the resource. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
Instructional resources support the potential for integration into Project-Based Learning (PBL).	<p>Phenomena-Based Quests: Each topic engages students with a phenomena-based learning scenario called a ‘Quest’. The Quest contains a real-world problem for them to solve as they explore the science concept and develop the necessary science inquiry skills. An Essential Question opens the topic and puts students on that path toward mastering the topic content. Students investigate the phenomena and use their experiences, e-text photos, diagrams, and other visual elements to apply them to the concepts they are learning. The scaffolded labs throughout the topic introduce core ideas in context as students ‘experience’ science while they gain new knowledge in the hands-on setting.</p> <p>For examples, please see the following: ATE: Topic 1 Quest: Sending Sound Messages, 2-3 Topic 2 Quest: Help Send a Message, 38-39 Topic 3 Quest: Sky Watchers, 76-77 Topic 4 Quest: Plan a Trip!, 112-113 Topic 5 Quest: Nature’s Copycats, 144-145 Topic 6 Quest: Find the Parents, 186-187</p>

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<p>Instructional resources provide opportunities for Personalized Learning and the exercise of student voice and choice.</p>	<p><i>Elevate Science</i> offers comprehensive differentiation instruction and intervention support to address the needs of all learners—whether they are struggling, on-level, or advanced learners. This support provides system-driven opportunities to personalize learning for students and a library of resources to support the teacher in personalizing instruction and allowing students to exercise their voice and choice. Teachers can individualize the instruction by assigning different resources to either individual students or group of students. Many of the uInvestigate activities give students the opportunity to develop their own plans to investigate the lesson question.</p>
<p>Instructional resources include grade level performance assessments that are formative and summative.</p>	<p>Learning outcomes are at the heart of each assessment we create, including those in our science textbooks. Our innovative technology-enhanced items, performance-based formative and summative assessments, and adaptive learning programs help measure and build key 21st-century skills in learners of all abilities—including the elements of conceptual understanding, basic and procedural skills, and problem solving. In print assessments includes lesson checks, investigation checks, and end-of-topic assessments. There are two types of performance assessments at the end of each topic- the Evidence-based assessment and the uDemonstrate investigation. Both of these assessments require students to demonstrate understating of topic concepts through its application in a new setting.</p> <p>For examples, please see the following: ATE: Evidence-Based Assessment, 106-107 uDemonstrate Lab: How do shadows change?, 108-109</p>
<p>Instructional resources support individual, small group, and whole class learning opportunities and collaboration.</p>	<p><i>Elevate Science</i> provides opportunities for students to work individually, in small, cooperative groups and engage in science and engineering practices as a whole class. The Teacher Edition provides suggested grouping guidelines for the different hands-on activities, and other student interactions. The digital platform allows for group collaboration and the sharing of ideas through the Google integration tools.</p>

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<p>Instructional resources consistently include content promoting use of critical thinking skills and problem-solving approaches and provide opportunities for students to use critical thinking skills and problem solving through a process of sustained inquiry.</p>	<p><i>Elevate Science</i> includes a variety of opportunities for students to practice and demonstrate critical-thinking and problem-solving skills. The uEngineer It activities highlight open-ended problem solving. The digital interactives encourage critical-thinking and analysis. The performance-based tasks, research projects, inquiry investigations, labs, open-ended response questions, multiple choice questions, drag-and-drop questions, and other content that provides opportunities for students to use critical thinking and problem solving through a process of sustained inquiry.</p>
<p>Materials consistently promote the introduction of concepts through concrete experiences.</p>	<p>Elevate Science is designed for students to ‘experience’ science and not just read about it. Every lesson begins with the hands-on activity called uInvestigate, giving them concrete experiences to engage their minds and make science real. Up-to-date, accurate, themed topics are used to build knowledge in each unit, emphasizing the common characteristics of a unifying, relevant concept and promoting in-depth understanding through daily lessons.</p> <p>For examples, please see the following: ATE: uConnect Lab: What do you need to see objects? 40 uInvestigate Lab: What happens when an object blocks light?, 43 uInvestigate Lab: How do materials affect light?, 49</p>
<p>Instructional resources provide opportunities for students to apply learning in real-world situations.</p>	<p>The Quest challenge uses real-world challenges to set a context for student learning. Visual analogies connect difficult concepts to real world issues to help students better understand the concepts presented.</p> <p>For examples, please see the following: ATE: Topic 1 Quest: Sending Sound Messages Quest Kickoff, 2-3 Quest Check-in, 10 Quest Check-In Lab, 18-19 STEM Quest Check-In Lab, 25 Quest Findings, 28</p>

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<p>Materials consistently provide the appropriate level of abstraction and appropriate practical/real-life examples.</p>	<p>A rigorous curriculum offers students equal opportunities to develop understanding, practice key concepts and skills, and apply these concepts and skills in real-world or abstract situations. <i>Elevate Science</i> includes engaging real-life visuals, a write-in student text with practical examples and a consistent organization that aids student learning.</p>
<p>Materials consistently provide sufficient, grade-level appropriate examples of applications of concepts to promote depth of understanding.</p>	<p>Materials present current, scientifically accurate, and grade-appropriate scientific information, phenomena, and representations. Outside fact-checkers verify data used and authenticity of identified facts. A full research bibliography is available showing the research reviewed and sources cited that informed development of <i>Elevate Science</i>.</p>

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Resources are Inclusive, Accessible, Culturally Responsive, and Free of Bias	
Criteria	<p>Correlation: Must address the identified need. When appropriate, provide examples in the resource. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)</p>
<p>Instructional resources represent women, people of different ages, religious, ethnic and racial minorities and persons with disabilities in many different environments and occupations, and in the roles of current science career fields.</p>	<p>Savvas systematically develops its educational products and vets its partnership products by implementing criteria and standards that reflect multiethnic, multiracial, and multicultural perspectives. Over the years, we have worked with numerous experts and consultants from universities and other educational institutions to provide a broad perspective in our educational materials.</p> <p>While creating high-quality educational content, our standards are aimed at the following:</p> <ul style="list-style-type: none"> • Integrating multicultural experiences into program content so students see themselves as part of what is valued in the school’s curriculum • Fostering self-esteem for greater academic achievement • Empowering students to act effectively in a democratic society and reach their full potential • Reducing prejudice by showing multicultural friendships and people from different backgrounds, working, playing, and living together <p>Our educational materials consider the needs of all students and are designed to provide a fair, balanced representation of various cultural groups and members, including racial, ethnic and religious groups; males and females; older people; and people with disabilities. Our educational materials consider the needs of all students and are designed to provide a fair, balanced representation of various cultural groups and members, including racial, ethnic and religious groups; males and females; older people; and people with disabilities.</p>
<p>Instructional resources are free from stereotypes which assign a rigid set of characteristics to all members of a group.</p>	<p><i>Elevate Science</i> considers the needs of all students, is free from stereotypes, and is designed to provide a fair, balanced representation of various cultural groups and members, including racial, ethnic and religious groups; males and females; older people; and people with disabilities.</p>

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<p>Instructional resources provide teachers with strategies for meeting the needs of Advanced Learners, English Learners and Special Education students.</p>	<p><i>Elevate Science</i> instructional materials provide LCPS teachers with research-based social and emotional learning curriculum and materials for all learners, including students who receive special education services and students who receive gifted and talented services. Instructional materials also provide differentiating instruction based on diverse learners (i.e., sections provide scaffolds for ELLs and students with disabilities, teacher guidance in the introductory section, etc.) and scaffolded tools for remediation (for example, appendix resources for writing and editing, teacher guidance for assigning reading, etc.).</p> <p>For examples, please see the following: ATE: Differentiated Instruction, 41 ELD Support: Listening, 42 ELD Support: Writing, 58 Differentiated Instruction, 97</p>
<p>Instructional resources include accessibility features and tools for Advanced Learners, English Learners and Special Education students.</p>	<p>Instructional materials provide LCPS students with research-based social and emotional learning curriculum and materials for all learners, including students who receive special education services and students who receive gifted and talented services. Instructional materials also provide differentiating instruction based on diverse learners (i.e., sections provide scaffolds for ELLs and students with disabilities, teacher guidance in the introductory section, etc.) and scaffolded tools for remediation (for example, appendix resources for writing and editing, teacher guidance for assigning reading, etc.).</p> <p>For examples, please see the following: CT: Realize™ Digital Resources: Living Things Lesson 3, People Learn from Plants and Animal Parts>Video: People Learn from Plant and Animal Parts Lesson 3, People Learn from Plants and Animal Parts>uInvestigate Lab: What can people learn from an acorn shell? Lesson 3, People Learn from Plants and Animal Parts>Interactivity: How People Mimic Living Things</p>

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<p>Instructional resources include Tier 2 and Tier 3 vocabulary necessary to support English Learners and Special Education students.</p>	<p>LCPS can be confident in high-quality instructional materials and services that are developed for quality, efficacy, and usability, and are based on critical foundational research and proven classroom results. <i>Elevate Science</i> was developed to meet the needs of a diverse, high-need student population, including economically disadvantaged students, underrepresented racial/ethnic groups, and large populations of ELLs.</p>
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2018 Grade One Science Standards of Learning	
STANDARD	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
1.2 The student will investigate and understand that objects can move in different ways. Key ideas include	
a) objects may have straight, circular, spinning, and back-and-forth motions; and	<p>Supporting Content: ATE: Earth Spins, 88</p> <p>Please see <i>Elevate Science</i> Grade K, Topic 1: Pushes and Pulls, Lesson 2: Changes in Movement.</p>
b) objects may vibrate and produce sound.	<p>ATE: uInvestigate Lab: How does size affect sound?, 7 Sound, 8 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</p> <p>CT: Realize™ Digital Resources: Sound >Lesson 1, Describe Sound>Video: Describe Sound >Lesson 2, Make Sound>Interactivity: Sending Sounds to Communicate</p>

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Text Elevate Science, Grade 1

2018 Grade One Science Standards of Learning	
STANDARD	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
<p>1.3 The student will investigate and understand that objects are made from materials that can be described by their physical properties. Key ideas include</p>	
<p>a) objects are made of one or more materials with different physical properties and can be used for a variety of purposes;</p>	<p>For supporting content, please see: ATE: uInvestigate Lab: How do materials affect light?, 49 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, 55</p> <p>CT: Realize™ Digital Resources: Light Lesson 2, Light and Matter>Interactivity: Shine Light on Matter</p>
<p>b) when a material is changed in size most physical properties remain the same; and</p>	<p>For supporting content, please see: ATE: uInvestigate Lab: How do materials affect light?, 49</p> <p>CT: Realize™ Digital Resources: Light Lesson 2, Light and Matter>Video: Light and Matter</p>

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<p>c) the type and amount of material determine how much light can pass through an object.</p>	<p>ATE: Jumpstart Discovery!, 48 uInvestigate Lab, 49 Blocked Light, 50 Light Goes Through, 51 uEngineer It!, 56-57</p> <p>CT: Realize™ Digital Resources: Light Lesson 2, Light and Matter>Video: Light and Matter;>Interactivity: Shine Light on Matter</p>
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STANDARD	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
<p>1.4 The student will investigate and understand that plants have basic life needs and functional parts that allow them to survive. Key ideas include</p>	
<p>a) plants need nutrients, air, water, light, and a place to grow;</p>	<p>ATE: Roots, 150 Stems and Leaves, 151 uInvestigate Lab: What happens to a water plant out of water?, 169 Environments, 170 Land and Water Environments, 172-173</p> <p>CT: Realize™ Digital Resources: Living Things Lesson 1, Plant Parts>Video: Plant Parts;>Interactivity: Plant Parts Lesson 4, Where Plants and Animals Live>Video: Where Plants and Animals Live;>Interactivity: Land and Water Environments</p>

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<p>b) structures of plants perform specific functions; and</p>	<p>ATE: 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 Quest Check-In, 153 uInvestigate Lab: What can people learn from an acorn shell?, 163</p> <p>CT: Realize™ Digital Resources: Living Things >Lesson 1, Plant Parts>Video: Plant Parts;>Interactivity: Plant Parts</p>
<p>c) plants can be classified based on a variety of characteristics.</p>	<p>ATE: uInvestigate Lab: What do the parts of a plant look like?, 149 Flowers and Fruits, 152 uInvestigate Lab: What do young plants look like?, 197 Plants Are Alike, 199 Plants Are Different, 200</p> <p>CT: Realize™ Digital Resources: Living Things >Lesson 4, Where Plants and Animals Live>Interactivity: Land and Water Environments Parents and Offspring >Lesson 2, Observe Parents and Young>Interactivity: Alike and Different: Living Things</p>

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STANDARD	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
<p>1.5 The student will investigate and understand that animals, including humans, have basic life needs that allow them to survive. Key ideas include</p>	
<p>a) animals need air, food, water, shelter, and space (habitat);</p>	<p>ATE: Jumpstart Discovery!, 168 uInvestigate Lab: What happens to a water plant out of water?, 169 Environments, 170 Land and Water Environments, 172-173 Animal Needs, 208</p> <p>CT: Realize™ Digital Resources: Living Things Lesson 4, Where Plants and Animals Live>Interactivity: Land and Water Environments</p>

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<p>b) animals have different physical characteristics that perform specific functions; and</p>	<p>ATE: uInvestigate Lab: How do whiskers help a cat?, 155 How Animals Move, 156 Body Coverings and Ways of Breathing, 157 Animals’ Senses and Responses, 158 Quest Check-In” Different Shapes, Different Uses, 159 Land and Water Environments, 172-173</p> <p>CT: Realize™ Digital Resources: Living Things Lesson 2, Animal Parts>Video: Animal Parts;>Interactivity: Animal Parts Lesson 4, Where Plants and Animals Live>Video: Where Plants and Animals Live</p>
<p>c) animals can be classified based on a variety of characteristics.</p>	<p>ATE: How Animals Move, 156 Body Coverings and Ways of Breathing, 157 Quest Check-In Lab: How are the life cycles alike and different?, 194-195 Animals Are Alike, 201 Quest Check-In: Alike and Different, 203</p> <p>CT: Realize™ Digital Resources: Living Things Lesson 4, Where Plants and Animals Live>Video: Where Plants and Animals Live Parents and Offspring Lesson 2, Observe Parents and Young>Interactivity: Alike and Different: Living Things</p>

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STANDARD	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
<p>1.6 The student will investigate and understand that there is a relationship between the sun and Earth. Key ideas include</p>	
<p>a) the sun is the source of energy and light that warms the Earth’s land, air, and water; and</p>	<p>ATE: The Sun, Our Star, 83 Temperature, 119 Quest Check-In: Hot and Cold, 122 Daily Weather Changes, 128 Sunlight and Seasons, 129</p> <p>CT: Realize™ Digital Resources: Sky and Earth >Lesson 1, Observe the Sky>Interactivity: The Day Sky Weather and Seasons >Lesson 2, Weather Changes and Seasons>Video: Weather Changes and Seasons</p>

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b) the sun's relative position changes in the Earth's sky throughout the day.

ATE:

uInvestigate Lab: How can you observe sun patterns?, 87

Earth Spins, 88

Sunrise, Sunset, 89

Quest Findings: Sky Watchers, 102

uDemonstrate Lab: How do shadows change?, 108-109

CT:

Realize™ Digital Resources:

Sky and Earth

>Lesson 2, Patterns in the Sky>Video: Patterns in the Sky

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<p>1.7 The student will investigate and understand that there are weather and seasonal changes. Key ideas include</p>	
<p>a) changes in temperature, light, and precipitation occur over time;</p>	<p>ATE: Weather, 118 Temperature, 119 Rain and Snow, 120 Quest Check-In: Hot and Cold, 122 Daily Weather Changes, 128 uDemonstrate Lab: How does weather change in a week?, 140-141</p> <p>CT: Realize™ Digital Resources: Weather and Seasons >Lesson 1, Types of Weather>Video: Types of Weather;>Interactivity: Tools for Measuring the Weather</p>

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<p>b) there are relationships between daily weather and the season; and</p>	<p>ATE: uInvestigate Lab: How does the sun causes seasons?, 95 Seasons, 96-97 Sunlight and Seasons, 129 Seasonal Weather Changes, 130-131 Quest Check-In Lab: How dies the season affect the amount of daylight?, 132-133</p> <p>CT: Realize™ Digital Resources: Weather and Seasons >Lesson 2, Weather Changes and Seasons>Video: Weather Changes and Seasons;>Interactivity: The Four Seasons</p>
<p>c) changes in temperature, light, and precipitation affect plants and animals, including humans.</p>	<p>ATE: Quest Kickoff: Plan a Trip!, 112-113 Extreme Science: Winter Storm Jonas, 123 Jumpstart Discovery!, 126 Seasonal Weather Changes, 130-131 Quest Findings: Plan a trip! 134 Quest Check-In Lab: How do snowshoe hares stay safe?, 174-175</p> <p>CT: Realize™ Digital Resources: Weather and Seasons >Lesson 2, Weather Changes and Seasons>Video: Weather Changes and Seasons;>Interactivity: The Four Seasons</p>

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STANDARD	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
<p>1.8 The student will investigate and understand that natural resources can be used responsibly. Key ideas include</p>	
<p>a) most natural resources are limited;</p>	<p>For supporting content, please see: ATE: Environments, 170 Land and Water Environments, 172-173 Animal Needs, 208</p> <p>Please see <i>Elevate Science</i> Kindergarten, Topic 6: Environments, Lesson 4: People Can Protect the Environment</p> <p>CT: Realize™ Digital Resources: Living Things >Lesson 4, Where Plants and Animals Live>Video: Where Plants and Animals Live</p>

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<p>b) human actions can affect the availability of natural resources; and</p>	<p>For supporting content, please see: ATE: Environments, 170 Land and Water Environments, 172-173 Animal Needs, 208</p> <p>Please see <i>Elevate Science</i> Kindergarten, Topic 6: Environments, Lesson 3: People Change the Environment</p> <p>CT: Realize™ Digital Resources: Living Things Lesson 4, Where Plants and Animals Live>Interactivity: Land and Water Environments</p>
<p>c) reducing, reusing, and recycling are ways to conserve natural resources.</p>	<p>Please see <i>Elevate Science</i>, Kindergarten, Topic 6: Environments, Lesson 4: People Can Protect the Environment.</p>