

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



**To the
Wisconsin Standards for Science
Grade 1**

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Introduction

The following document demonstrates how the ***Elevate Science***, ©2019 program supports the Wisconsin Standards for Science. For each standard, correlation references are to 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 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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Performance Expectations	
SCI.LS Life Science	
SCI.LS1 Students use science and engineering practices, crosscutting concepts, and an understanding of structures and processes (on a scale from molecules to organisms) to make sense of phenomena and solve problems.	
SCI.LS1.A Structure and Function	
SCI.LS1.A.1 All organisms have external parts that they use to perform daily functions.	<p>SE/TE: Jumpstart Discovery!, 148 uInvestigate Lab: What do the parts of a plant look like?, 149 Jumpstart Discovery!, 154 uInvestigate Lab: How do whiskers help a cat?, 155 Crosscutting Concepts Toolbox: Structure and Function, 156 Quest Check-In: Different Shapes, Different Uses, 159 Jumpstart Discovery!, 162 uInvestigate Lab: What can people learn from an acorn shell?, 163 Quest Check-In: How do snowshoe hares stay safe?, 174-175 uDemonstrate Lab: How do the spines of cacti help them?, 182-183</p> <p>Realize™ Digital Resources: Living Things >Lesson 1, Plant Parts>Video: Plant Parts;>Interactivity: Plant Parts >Lesson 2, Animal Parts>Video: Animal Parts;>Interactivity: What are some parts of animals?</p>

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SCI.LS1.B Growth and Development of Organisms	
SCI.LS1.B.1 Parents and offspring often engage in behaviors that help the offspring survive.	<p>SE/TE: Literacy Connection: Main Idea and Details, 189 Jumpstart Discovery!, 206 Investigate Lab: How do nests protect eggs?, 207 Quest Connection, 209 Parents Protect Young: Visual Literacy, 210 Crosscutting Concepts Toolbox: Patterns, 211 Parents Teach Young, 212 Quest Check-In: Parents Help Young Learn, 214</p> <p>Realize™ Digital Resources: Parents and Offspring >Lesson 3, Patterns in Animal Behavior>Video: Animal Behaviors</p>
SCI.LS1.C Organization for Matter and Energy Flow in Organisms	
SCI.LS1.D Information Processing	
SCI.LS1.D.1 Animals sense and communicate information and respond to inputs with behaviors that help them grow and survive.	<p>SE/TE: Quest Connection, 164 Quest Check-In: A Sticky Invention, 167 Parents Protect Young: Visual Literacy, 210 Connecting Concepts Toolbox: Patterns, 211 Parents Teach Young: Identify, 212 Young Stay Close and Make Sounds, 213 Quest Check-In: Parents Help Young Learn, 214</p> <p>Realize™ Digital Resources: Living Things >Lesson 3: People Learn from Plant and Animal Parts>Interactivity: How People Mimic Living Things Parents and Offspring >Lesson 3, Patterns in Animal Behavior>Interactivity: Animal Behaviors</p>

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1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants or animals use their external parts to help them survive, grow, and meet their needs	<p>SE/TE: uEngineer It!: Design a Tool, 160-161 uInvestigate Lab: What can people learn from an acorn shell?, 163 Standardized Test Prep, 180-181</p> <p>Realize™ Digital Resources: Living Things >Topic Launch>Video: Quest Kickoff: Nature Copycats >Lesson 2, Animal Parts>uEngineer It! Video: Design a Tool >Topic Close>Interactivity: Quest Findings: Nature Copycats</p>
1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.	<p>SE/TE: Literacy Connection: Main Idea and Details, 189 uInvestigate Lab: How do nests protect eggs?, 207 Quest Connection, 209 Parents Protect Young: Visual Literacy, 210 Connecting Concepts Toolbox: Patterns, 211 Parents Teach Young, 212 Young Stay Close and Make Sounds: Reading Check, 213 Quest Check-In: Parents Help Young Learn, 214</p> <p>Realize™ Digital Resources: Parents and Offspring >Lesson 3, Patterns in Animal Behavior>Video: Animal Behaviors;>Interactivity: Animal Behaviors</p>

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<p>SCI.LS2 Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.</p>	
<p>SCI.LS2.A Interdependent Relationships in Ecosystems</p>	<p>SE/TE: Land and Water Environments: Visual Literacy, 172 Literacy Connection: Main Idea and Details, 189 Quest Connection, 209 Parents Protect Young: Visual Literacy, 210 Parents Teach Young, 212 Young Stay Close and Make Sounds: Reading Check, 213 Quest Check-In: Parents Help Young Learn, 214</p> <p>Realize™ Digital Resources: Living Things >Lesson 4, Where Plants and Animals Live>Interactivity: Land and Water Environments Parents and Offspring >Lesson 3, Patterns in Animal Behavior>Video: Animal Behaviors;>Interactivity: Animal Behaviors</p>
<p>SCI.LS2.B Cycles of Matter and Energy Transfer in Ecosystems</p>	<p>SE/TE: Jumpstart Discovery, 168 ulnvestigate Lab: What happens to a water plant our of water?, 169 Land and Water Environments: Visual Literacy, 172-173</p>

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SCI.LS2.C Ecosystem Dynamics, Functioning, and Resilience	<p>SE/TE: Jumpstart Discovery, 168 Investigate Lab: What happens to a water plant out of water?, 169 Science Practice Toolbox: Ask Questions, 170</p> <p>Realize™ Digital Resources: Sky and Earth >Lesson 1, Observe the Sky>Interactivity: Day Sky Living Things >Lesson 4, Where Plants and Animals Live>Video: Where Plants and Animals Live</p>
SCI.LS2.D Social Interactions and Group Behavior	<p>SE/TE: Literacy Connection: Main Idea and Details, 189 Quest Connection, 209 Parents Protect Young: Visual Literacy, 210 Connecting Concepts Toolbox: Patterns, 211 Parents Teach Young, 212 Young Stay Close and Make Sounds: Reading Check, 213 Quest Check-In: Parents Help Young Learn, 214</p> <p>Realize™ Digital Resources: Parents and Offspring >Lesson 3, Patterns in Animal Behavior>Video: Animal Behaviors;>Interactivity: Animal Behaviors</p>

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SCI.LS3 Students use science and engineering practices, crosscutting concepts, and an understanding of heredity to make sense of phenomena and solve problems.	
SCI.LS3.A Inheritance of Traits	
SCI.LS3.A.1 Young organisms are very much, but not exactly, like their parents, and also resemble other organisms of the same kind.	<p>SE/TE: Quest Connection, 193 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 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>Realize™ Digital Resources: Parents and Offspring >Topic Launch>Quest Kickoff: Video: Quest Kickoff: Find the Parents >Lesson 2, Observe Parents and Young>Video: Parents and Their Young;>Interactivity: Alike and Different: Living Things >Topic Close>Quest Findings: Find the Parents</p>
SCI.LS3.B Variation of Traits	
SCI.LS3.B.1 Individuals of the same kind of plant or animal are recognizable as similar, but can also vary in many ways.	<p>SE/TE: uInvestigate Lab: How do plants grow and change?, 191 Topic Assessment, 218-219 Evidence-Based Assessment, 220-221 uDemonstrate Lab: How do living things change as they grow?, 222-223</p> <p>Realize™ Digital Resources: Parents and Offspring >Lesson 2, Observe Parents and Young>Video: Parents and Their Young</p>

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1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	<p>SE/TE: uInvestigate Lab: What do young plants look like?, 197 Alike and Different, 198 Quest Check-In: Alike and Different, 203 Evidence-Based Assessment, 220-221 uDemonstrate Lab: How do living things change as they grow?, 222-223</p> <p>Realize™ Digital Resources: Parents and Offspring >Topic Launch>Quest Kickoff: Video: Quest Kickoff: Find the Parents >Lesson 2, Observe Parents and Young>Video: Parents and Their Young;>Interactivity: Alike and Different: Living Things >Topic Close>Quest Findings: Find the Parents</p>
SCI.LS4 Students use science and engineering practices, crosscutting concepts, and an understanding of biological evolution to make sense of phenomena and solve problems.	
SCI.LS4.A Evidence of Common Ancestry and Diversity	<p>SE/TE: Alike and Different, 198 Plants Are Different, 200 Quest Check-In: Alike and Different, 203</p> <p>Realize™ Digital Resources: Parents and Offspring >Lesson 2, Observe Parents and Young>Video: Parents and Their Young;>Interactivity: Alike and Different: Living Things</p>

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SCI.LS4.B Natural Selection	<p>SE/TE: Supporting Content only: uInvestigate Lab: How do plants grow and change?, 191 Life Cycles, 191 Literacy Toolbox: Main Idea and Details, 192 Quest Connection, 193</p> <p>Realize™ Digital Resources: Parents and Offspring >Lesson 1, Plant and Animal Life Cycles>Video</p>
SCI.LS4.C Adaptation	<p>SE/TE: Supporting Content: Jumpstart Discovery!, 168 Land and Water Environments: Visual Literacy, 172-173 Quest Check-In Lab: How do snowshoe hares stay safe?, 174-175 uInvestigate Lab: How do nests protect eggs?, 207</p> <p>Realize™ Digital Resources: Living Things >Lesson 4, Where Plants and Animals Live>Interactivity: Land and Water Environments Parents and Offspring >Lesson 3, Patterns in Animal Behavior>Video: Animal Behaviors</p>

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SCI.LS4.D Biodiversity and Humans	<p>SE/TE: Career Connection: Bioengineer, 177 Plants Are Different, 200 Animals Are Different, 202</p> <p>Realize™ Digital Resources: Living Things >Lesson 4, Where Plants and Animals Live>Interactivity: Land and Water Environments</p>
SCI.PS Physical Science	<p>SE/TE: The Sun, Our Star, 83 uInvestigate: How can you make it rain?, 127</p>
SCI.PS1 Students use science and engineering practices, crosscutting concepts, and an understanding of matter and its interactions to make sense of phenomena and solve problems.	
SCI.PS1.A Structures and Properties of Matter	<p>SE/TE: uInvestigate Lab: How do materials affect light?, 49 Blocked Light, 50 uEngineer It!: Windshield Safety, 56-57 Topic Assessment, 68-69</p> <p>Realize™ Digital Resources: Light >Lesson 2, Light and Matter>Video: Light and Matter;>Interactivity: Shine Light on Matter;>uEngineer It! Interactivity: Ask Questions about Materials and Light</p>
SCI.PS1.B Chemical Reactions	Please see <i>Elevate Science</i> Grade 4, Topic 4 Earth's Features, Lesson 4 Weathering and Erosion

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SCI.PS1.C Nuclear Processes	<p>SE/TE: The Sun, Our Star, 83 uInvestigate: How can you make it rain?, 127</p> <p>Realize™ Digital Resources: Sky and Earth >Lesson 1, Observe the Sky>Interactivity: Day Sky</p>
SCI.PS2 Students use science and engineering practices, crosscutting concepts, and an understanding of forces, interactions, motion and stability to make sense of phenomena and solve problems.	
SCI.PS2.A Forces and Motion	<p>SE/TE: uConnect Lab: Which way will it point?, 78 Gravity and the Moon: Explain, 84 See also <i>Elevate Science</i>, Kindergarten, Topic 1, Pushes and Pulls</p>
SCI.PS2.B Types of Interactions	<p>SE/TE: uEngineer It! Windshield Safety, 56-57 Quest Check-In Lab: How can you model the motions of Earth?, 98-99 Literacy Connection: Compare and Contrast, 147</p>
SCI.PS3 Students use science and engineering practices, crosscutting concepts, and an understanding of energy to make sense of phenomena and solve problems.	
SCI.PS3.A Definitions of Energy	<p>SE/TE: Design a Solution: Teach with Visuals, EM11</p> <p>Realize™ Digital Resources: Sound >Lesson 1, Describe Sound>Video: Sounds</p>
SCI.PS3.B Conservation of Energy and Energy Transfer	<p>SE/TE: STEM Quest Check-In Lab, 25 STEM Quest Check-In Lab, 64-65 Design a Solution: Teach with Visuals, EM11</p>
SCI.PS3.C Relationships Between Energy and Forces	<p>SE/TE: Literacy Connection: Cause and Effect, 41</p>

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SCI.PS3.D Energy in Chemical Processes and Everyday Life	SE/TE: Uses of Light: Visual Literacy, 62 Design a Solution: Teach with Visuals, EM11
SCI.PS4 Students use science and engineering practices, crosscutting concepts, and an understanding of waves and their applications in technologies for information transfer to make sense of phenomena and solve problems.	
SCI.PS4.A Wave Properties	
SCI.PS4.A.1 Sound can make matter vibrate, and vibrating matter can make sound.	SE/TE: uInvestigate Lab: How does size affect sound?, 7 Sound: Draw Conclusions, 8 Jumpstart Discovery!, 12 Making Music, 16-17 Quest Check-In Lab: How can instruments talk?, 18-19 uInvestigate Lab: What does that sound say?, 21 Topic Assessment, 30-31 Realize™ Digital Resources: Sound >Lesson 1, Describe Sound>Video: Sounds >Lesson 2, Make Sound>Interactivity: Length and Sound
SCI.PS4.B Electromagnetic Radiation	
SCI.PS4.B.1 Objects can be seen only when light is available to illuminate them.	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 Uses of Light, 62-63 Topic Assessment, 68-69 Evidence-Based Assessment, 70-71 Realize™ Digital Resources: Light >Lesson 1, Observe Light>Interactivity: Light Helps Us See

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SCI.PS4.C Information Technologies and Instrumentation	
SCI.PS4.C.1 People use devices to send and receive information.	<p>SE/TE: Quest Check-In: Sounds of the World, 10 Quest Connection, 17 uInvestigate Lab: What does that sound say?, 21 Using Sounds, 22-23 Quest Check-In: Give Off Light, 47</p> <p>Realize™ Digital Resources: Sound >Topic Launch>Quest Kickoff: Help Send a Message >Lesson 3, Uses of Sound>Video: Communicating with Sound Light >Topic Close>Interactivity>Quest Findings: Help Send a Message</p>
1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	<p>SE/TE: uConnect Lab: How can a ruler make 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 uInvestigate Lab: What does that sound say?, 21 Quest Check-In Lab: How can an instrument send a secret?, 25 uDemonstrate Lab: Which instrument can you use to make sound?, 34-35</p> <p>Realize™ Digital Resources: Sound >Topic Launch>Quest Kickoff: Sending Sound Messages >Lesson 1, Describe Sound>Video: Sounds >Lesson 2, Make Sound>Interactivity: Length and Sound</p>

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1-PS4-2 Make observations to construct an evidence-based account that objects can be seen only when illuminated.	<p>SE/TE: uConnect Lab: What do you need to see objects?, 40 Engineering Practice Toolbox: Design Lights, 60</p> <p>Realize™ Digital Resources: Light >Lesson 1, Observe Light>Interactivity: Light Helps Us See</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.	<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 uInvestigate Lab: How do materials affect light?, 49 uInvestigate Lab: How can you use light to see?, 59</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.	<p>SE/TE: 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 Quest Connection, 24 Quest Check-In Lab: How can an instrument send a secret?, 25 uEngineer It!: Alert! Alert!, 26-27 Quest Check-In: Give off Light, 47 Quest Check-In: Materials for a Light Signal, 54 Quest Check-In Lab: How can you send secret messages?, 64-65</p> <p>Realize™ Digital Resources: Sound >Lesson 3, Uses of Sound>uEngineer It! Interactivity: Notify the Residents</p>

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SCI.ESS Earth and Space Science	
SCI.ESS1 Students use science and engineering practices, crosscutting concepts, and an understanding of Earth’s place in the universe to make sense of phenomena and solve problems.	
SCI.ESS1.A The Universe and Its Stars	
SCI.ESS1.A.1 Patterns of movement of the sun, moon, and stars, as seen from Earth, can be observed, described, and predicted.	<p>SE/TE: uInvestigate Lab: Why is it hard to see stars during the day?, 81 Quest Connection, 83 Quest Check-In: Stars in the Sky, 85 Jumpstart Discovery!, 86 uInvestigate Lab: How can you observe sun patterns?, 87 Quest Check-In Lab: How can you model the motions of the Earth?, 98-99</p> <p>Realize™ Digital Resources: Sky and Earth >Topic Launch>Quest Kickoff: Sky Watchers >Lesson 2, Patterns in the Sky>Interactivity: Patterns in the Night Sky >Topic Close>Quest Findings: Sky Watchers</p>
SCI.ESS1.B Earth and the Solar System	
SCI.ESS1.B.1 Seasonal patterns of sunrise and sunset can be observed, described, and predicted.	<p>SE/TE: Sunrise, Sunset: Explain, 89 uInvestigate Lab: How does the sun cause seasons?, 95 Quest Connection, 96 uDemonstrate Lab: How do shadows change?, 108-109 Quest Check-In Lab: How does the season affect the amount of daylight?, 132-133</p> <p>Realize™ Digital Resources: Weather and Seasons >Topic Launch>Quest Kickoff: Plan a Trip!</p>

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SCI.ESS1.C The History of Planet Earth	
1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.	<p>SE/TE: Quest Kickoff: Sky Watchers, 76-77 uInvestigate Lab: Why is it hard to see stars during the day?, 81 uInvestigate Lab: How can you observe sun patterns?, 87 Math Toolbox: Science Practice Toolbox, 90 STEM Math Connection: Use a Calendar, 93 uInvestigate Lab: How does the sun cause seasons?, 95 Seasons: Visual Literacy, 96-97</p> <p>Realize™ Digital Resources: Sky and Earth >Topic Launch>Quest Kickoff: Sky Watchers</p>
1-ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year	<p>SE/TE: Quest Connection, 96 Topic Assessment, 104-105 Sunlight and Seasons, 129 Quest Check-In Lab: How does the season affect the amount of daylight?, 132-133</p> <p>Realize™ Digital Resources: Sky and Earth >Lesson 3, Daylight Changes and Seasons>Video: Daylight Changes and Seasons</p>

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SCI.ESS2 Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.	
SCI.ESS2.A Earth Materials and Systems	<p>SE/TE: uInvestigate Lab: What happens to a water plant out of water?, 169 Science Practice Toolbox: Ask Questions, 170 Land and Water Environments: Visual Literacy, 172-173</p> <p>Realize™ Digital Resources: Living Things >Lesson 4, Where Plants and Animals Live>Interactivity: Land and Water Environments</p>
SCI.ESS2.B Plate Tectonics and Large-Scale System Interactions	Please see <i>Elevate Science</i> Grade 2, Topic 4 Earth's Processes, Lesson 2 Earth Changes Slowly, pp. 124-129.
SCI.ESS2.C The Roles of Water in Earth's Surface Processes	<p>SE/TE: Supporting Content: Literacy Connection: Sequence, 115 Storms: Reading Check, 121 Extreme Science: Winter Storm Jonas, 123 See also <i>Elevate Science</i>, Grade 2, Topic 4 Earth's Processes, Lesson 2: Earth Changes Slowly, 124-129</p>
SCI.ESS2.D Weather and Climate	<p>SE/TE: Weather and Seasons: Show What You Know, 111 uConnect Lab: What is it like outside today?, 114 Weather: Illustrate, 118 Math Toolbox: Interpret Data, 120</p> <p>Realize™ Digital Resources: Weather and Seasons >Lesson 2, Weather Changes and Seasons>Video: Weather Changes and Seasons</p>

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SCI.ESS2.E Biogeology	Please see <i>Elevate Science</i> Grade 2, Topic 4 Earth's Processes, Lesson 3: People Can Change Earth, 130-139.
SCI.ESS3 Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.	
SCI.ESS3.A Natural Resources	Please refer to <i>Elevate Science</i> Grade 4, Topic 4 Earth's Features, Lesson 1 Maps and Data, 156-162
SCI.ESS3.B Natural Hazards	SE/TE: Literacy Connection: Sequence, 115 Storms: Reading Check, 121 Extreme Science: Winter Storm Jonas, 123
SCI.ESS3.C Human Impacts on Earth Systems	Please see <i>Elevate Science</i> Grade 2, Topic 4 Earth's Processes, Lesson 3: People Can Change Earth, 130-139.
SCI.ESS3.D Global Climate Change	Please see <i>Elevate Science</i> Grade 3, Topic 4 Climate, Lesson 2 Climate Change, 142-151.
K-2 Crosscutting Concepts	
SCI.CC1 Students use science and engineering practices, disciplinary core ideas, and patterns to make sense of phenomena and solve problems.	
Patterns	
SCI.CC1.K-2 Students recognize that patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.	SE/TE: uDemonstrate Lab: How do shadows change?, 108-109 uDemonstrate Lab: How does weather change in a week?, 140-141 Connecting Concepts Toolbox: Patterns, 211

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SCI.CC2 Students use science and engineering practices, disciplinary core ideas, and cause and effect relationships to make sense of phenomena and solve problems.	
Cause and Effect	
SCI.CC2.K-2 Students learn that events have causes that generate observable patterns. They design simple tests to gather evidence to support or refute their own ideas about causes.	SE/TE: uConnect Lab: How can a ruler make sound?, 4 Design a Solution: Teach with Visuals, EM11
SCI.CC3 Students use science and engineering practices, disciplinary core ideas, and an understanding of scale, proportion and quantity to make sense of phenomena and solve problems.	
Scale, Proportion, and Quantity	
SCI.CC3.K-2 Students use relative scales (e.g., bigger and smaller; hotter and colder; faster and slower) to describe objects. They use standard units to measure length.	SE/TE: Math Toolbox: Use Tools, 46 Quest Check-In: Hot and Cold, 123 STEM Math Connection: Order Objects by Length, 167
SCI.CC4 Students use science and engineering practices, disciplinary core ideas, and an understanding of systems and models to make sense of phenomena and solve problems.	SE/TE: uEngineer It!: Design a Code, 100-101 uEngineer It!: Design a Cooler!, 124-125
Systems and System Models	
SCI.CC4.K-2 Students understand objects and organisms can be described in terms of their parts and that systems in the natural and designed world have parts that work together.	SE/TE: Jumpstart Discovery!, 154 uInvestigate Lab: How do whiskers help a cat?, 155 Crosscutting Concepts Toolbox: Structure and Function, 156 uEngineer It!: Design a Tool, 160-161 Realize™ Digital Resources: Living Things >Lesson 2, Animal Parts>Interactivity: What are some parts of animals?

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SCI.CC5 Students use science and engineering practices, disciplinary core ideas, and an understanding of energy and matter to make sense of phenomena and solve problems.	
Energy and Matter	
SCI.CC5.K-2 Students observe objects may break into smaller pieces, be put together into larger pieces, or change shapes.	Please see <i>Elevate Science</i> Kindergarten, Topic 2 Matter, Lesson 2: Objects, 48-55.
SCI.CC6 Students use science and engineering practices, disciplinary core ideas, and an understanding of structure and function to make sense of phenomena and solve problems.	
Structure and Function	
SCI.CC6.K-2 Students observe the shape and stability of structures of natural and designed objects are related to their function(s).	<p>SE/TE: 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 happens to a water plant out of water?, 169</p> <p>Realize™ Digital Resources: Living Things >Lesson 2, Animal Parts>Interactivity: What are some parts of animals?</p>
SCI.CC7 Students use science and engineering practices, disciplinary core ideas, and an understanding of stability and change to make sense of phenomena and solve problems.	
Stability and Change	
SCI.CC7.K-2 Students observe some things stay the same while other things change, and things may change slowly or rapidly.	<p>Supporting content: SE/TE: Extreme Science: Winter Storm Jonas, 123</p> <p>Please see <i>Elevate Science</i> Grade 2, Topic 4 Earth's Processes, Lesson 1: Earth Changes Quickly, 118-123 and Lesson 2: Earth Changes Slowly, 124-129.</p>

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K-2 Science and Engineering Practices	
SCI.SEP1 Students ask questions and define problems, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP1.A Asking Questions	
SCI.SEP1.A.K-2 Students ask simple descriptive questions that can be tested. This includes the following:	
SCI.SEP1.A.K-2.1 Ask questions based on observations to find more information about the natural world.	SE/TE: uInvestigate Lab: How does size affect sound?, 7 uInvestigate Lab: How can you see sound?, 13 uInvestigate Lab: What happens when an object blocks light?, 43 uInvestigate Lab: How do materials affect light?, 49 uDemonstrate Lab: How can I change a transparent material?, 72-73 uConnect Lab: What is it like outside today?, 114 uInvestigate Lab: Which way is the wind blowing?, 117 uInvestigate Lab: How can you make it rain?, 127 uDemonstrate Lab: How does weather change in a week?, 140-141 Questions, 224
SCI.SEP1.A.K-2.2 Ask or identify questions that can be answered by an investigation.	SE/TE: 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 Quest Check-In Lab: How can an instrument send a secret?, 25 uInvestigate Lab: What happens when an object blocks light?, 43 uInvestigate Lab: How do materials affect light?, 49 uDemonstrate Lab: How can I change a transparent material?, 72-73 uConnect Lab: What is it like outside today?, 114 uInvestigate Lab: Which way is the wind blowing?, 117 uInvestigate Lab: How can you make it rain?, 127 uDemonstrate Lab: How does weather change in a week?, 140-141

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SCI.SEP1.B Defining Problems	
SCI.SEP1.B.K-2 Students define simple problems that can be solved through the development of a new or improved object or tool.	<p>SE/TE: uEngineer It!: Design a Cooler!, 124-125 uEngineer It!: Design a Tool, 160-161 Questions, EM0</p> <p>Realize™ Digital Resources: Weather and Seasons >Lesson 1, Types of Weather>uEngineer It! Video: Design a Cooler</p>
SCI.SEP2 Students develop and use models, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP2.A Developing Models	
SCI.SEP2.A.K-2 Students use and develop models (i.e., diagrams, drawings, physical replicas, dioramas, dramatizations, or storyboards) that represent concrete events or design solutions. This includes the following:	
SCI.SEP2.A.K-2.1 Distinguish between a model and the actual object, process, or events the model represents.	<p>SE/TE: Quest Check-In Lab: How can you model the motions of Earth?, 98-99 uEngineer It!: Design a Cooler!, 124-125 uConnect Lab: How can you make a model of a plant?, 146</p>
SCI.SEP2.A.K-2.2 Compare models to identify common features and differences.	<p>SE/TE: 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> <p>Realize™ Digital Resources: Weather and Seasons >Lesson 1, Types of Weather>uEngineer It! Video: Design a Cooler</p>

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SCI.SEP2.A.K-2.3 Develop or use models to represent amounts, relationships, relative scales (bigger, smaller), and patterns in the natural and designed world(s).	SE/TE: Jumpstart Discovery!, 80 uInvestigate Lab: How does the sun cause seasons?, 95 uConnect Lab: How can you make a model of a plant?, 146 Explanations, EM6
SCI.SEP2.A.K-2.4 Develop a simple model based on evidence to represent a proposed object or tool.	SE/TE: uInvestigate Lab: How does size affect sound?, 7 uInvestigate Lab: How does the sun cause seasons?, 95 uInvestigate Lab: How can you make it rain?, 127 uEngineer It!: Design a Tool, 160-161 Realize™ Digital Resources: Living Things >Lesson 2, Animal Parts>uEngineer It! Video: Design a Tool
SCI.SEP3 Students plan and carry out investigations, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP3.A Planning and Conducting Investigations	
SCI.SEP3.A.K-2 Students plan and carry out simple investigations, based on fair tests, which provide data to support explanations or design solutions. This includes the following:	
SCI.SEP3.A.K-2.1 With guidance, plan and conduct an investigation in collaboration with peers (for K).	SE/TE: uConnect Lab: Which way will it point?, 78 uInvestigate Lab: How can you observe sun patterns?, 87 uInvestigate Lab: How does the sun cause seasons?, 95 Quest Check-In Lab: How can you model the motions of the Earth?, 98-99 Teamwork, EM8

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SCI.SEP3.A.K-2.2 Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.	<p>SE/TE: uConnect Lab: Which way will it point?, 78 uInvestigate Lab: How can you observe sun patterns?, 87 uInvestigate Lab: How does the sun cause seasons?, 95 Quest Check-In Lab: How can you model the motions of the Earth?, 98-99 Teamwork, EM8</p>
SCI.SEP3.A.K-2.3 Evaluate different ways of observing and measuring a phenomenon to determine which way can answer the question being studied.	<p>SE/TE: uDemonstrate Lab: How do shadows change?, 108-109 uDemonstrate Lab: How does weather change in a week?, 140-141 uConnect Lab: Which mouse is longer?, 188</p> <p>Realize™ Digital Resources: Weather and Seasons >Topic Launch>Quest Kickoff: Plan a Trip!</p>
SCI.SEP3.A.K-2.4 Make observations (firsthand or from media) and measurements to collect data that can be used to make comparisons.	<p>SE/TE: Math Toolbox: Use Tools, 46 uDemonstrate Lab: How can I change a transparent material?, 72-73 uInvestigate Lab: How can you observe sun patterns?, 87 uDemonstrate Lab: How do shadows change?, 108-109 uInvestigate Lab: Which way is the wind blowing?, 117 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 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 uDemonstrate Lab: How do living things change as they grow?, 222-223</p>

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SCI.SEP3.A.K-2.5 Make observations (firsthand or from media) and measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal.	SE/TE: Math Toolbox: Use Tools, 46 uInvestigate Lab: How can you observe sun patterns?, 87 STEM Math Connection: Use a Calendar, 93
SCI.SEP3.A.K-2.6 Make predictions based on prior experiences.	SE/TE: uDemonstrate Lab: How do shadows change?, 108-109 uInvestigate Lab: How do nests protect eggs?, 207 Questions, 224
SCI.SEP4 Students analyze and interpret data, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP4.A Analyze and Interpret Data	
SCI.SEP4.A.K-2 Students collect, record, and share observations. This includes the following:	
SCI.SEP4.A.K-2.1 Record information (observations, thoughts, and ideas).	SE/TE: uDemonstrate Lab: How do shadows change?, 108-109 uConnect Lab: What is it like outside today?, 114 uInvestigate Lab: Which way is the wind blowing?, 117 Tools, EM2-EM3 Realize™ Digital Resources: Weather and Seasons >Topic Launch: Quest Kickoff: Plan a Trip

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<p>SCI.SEP4.A.K-2.2 Use and share pictures, drawings, or writings of observations.</p>	<p>SE/TE: uInvestigate Lab: How can you see sound?, 13 uInvestigate Lab: How do materials affect light?, 49 uDemonstrate Lab: How can I change a transparent material?, 72-73 Quest Check-In Lab: How does the season affect the amount of daylight?, 132-133 uInvestigate Lab: What do the parts of a plant look like?, 149 uInvestigate Lab: How do whiskers help a cat?, 155 Quest Check-In: How do snowshoe hares stay safe?, 174-175 uDemonstrate Lab: How do the spines of cacti help them?, 182-183 uConnect Lab: Which mouse is longer?, 188 uInvestigate Lab: How do plants grow and change?, 191 Quest Check-In: How are the life cycles alike and different?, 194-195 uInvestigate Lab: What do young plants look like?, 197 Plants Are Different, 200 Jumpstart Discovery!, 206 Parents Protect Young: Visual Literacy, 210-211 uDemonstrate Lab: How do living things change as they grow?, 222-223</p> <p>Realize™ Digital Resources: Living Things >Topic Close>Interactivity: Quest Findings: Nature Copycats</p>

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<p>SCI.SEP4.A.K-2.3 Use observations (firsthand or from media) to describe patterns or relationships in the natural and designed worlds in order to answer scientific questions and solve problems.</p>	<p>SE/TE: uConnect Lab: How can a ruler make sound?, 4 uInvestigate Lab: How can you observe sun patterns?, 87 Quest Check-In Lab: How can you model the motions of the Earth?, 98-99 uEngineer It!: Design a Code, 100-101 uDemonstrate Lab: How do shadows change?, 108-109 uDemonstrate Lab: How does weather change in a week?, 140-141 uInvestigate Lab: What happens to a water plant out of water?, 169 Quest Check-In: How do snowshoe hares stay safe?, 174-175 uDemonstrate Lab: How do the spines of cacti help them?, 182-183 Quest Check-In: How are the life cycles alike and different?, 194-195 uInvestigate Lab: What do young plants look like?, 197 Analyze and Interpret Data, EM4</p> <p>Realize™ Digital Resources: Sky and Earth >Lesson 3, Daylight Changes and Seasons>uEngineer It! Video: Design a Code</p>
<p>SCI.SEP4.A.K-2.4 Compare predictions (based on prior experiences) to what occurred (observable events).</p>	<p>SE/TE: uInvestigate Lab: How can you observe sun patterns?, 87 STEM Math Connection: Use a Calendar, 93 uDemonstrate Lab: How do shadows change?, 108-109</p>

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SCI.SEP4.A.K-2.5 Analyze data from tests of an object or tool to determine if the object or tool works as intended.	<p>SE/TE: uInvestigate Lab: How does the sun cause seasons?, 95 Quest Check-In Lab: How can you model the motions of the Earth?, 98-99 uDemonstrate Lab: How do shadows change?, 108-109 uEngineer It!: Design a Tool, 160-161 Improve the Design, EM12-EM13</p> <p>Realize™ Digital Resources: Living Things >Lesson 2, Animal Parts>uEngineer It! Video: Design a Tool</p>
SCI.SEP5 Students use mathematics and computational thinking, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP5.A Qualitative and Quantitative Data	
SCI.SEP5.A.K-2 Students recognize that mathematics can be used to describe the natural and designed world. This includes the following:	
SCI.SEP5.A.K-2.1 Use counting and numbers to identify and describe patterns in the natural and designed worlds.	<p>SE/TE: STEM Math Connection: Use a Calendar, 93 uEngineer It!: Design a Code, 100-101 uDemonstrate Lab: How do shadows change?, 108-109 Quest Check-In Lab: How does the season affect the amount?, 132-133</p> <p>Realize™ Digital Resources: Sky and Earth >Lesson 3, Daylight Changes and Seasons>uEngineer It! Video: Design a Code</p>

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<p>SCI.SEP5.A.K-2.2 Describe, measure, or compare quantitative attributes of different objects and display the data using simple graphs.</p>	<p>SE/TE: Supporting Content: STEM Math Connection: Compare Numbers, 215 Science Practices: Analyze and Interpret Data, EM4 Science Practices: How to Measure, EM5 Science Practices: Explanations, EM6</p> <p>Realize™ Digital Resources: Parents and Offspring >Topic Close>Mini Games</p> <p>See also <i>Elevate Science</i>, Kindergarten, Topic 2 Matter, Lesson 2 Objects, 48-55.</p>
<p>SCI.SEP5.A.K-2.3 Use qualitative and/or quantitative data to compare two alternative solutions to a problem.</p>	<p>SE/TE: uInvestigate Lab: How does the sun cause seasons?, 95 uEngineer It!: Design a Code, 100-101 STEM Math Connection: Order Objects by Length, 167</p>

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SCI.SEP6 Students construct explanations and design solutions, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP6.A Construct an Explanation	
SCI.SEP6.A.K-2 Students use evidence and ideas in constructing evidence-based accounts of natural phenomena. This includes the following:	
SCI.SEP6.A.K-2.1 Use information from observations (firsthand and from media) to construct an evidence-based account for natural phenomena.	SE/TE: uConnect Lab: What do you need to see objects?, 40 uInvestigate Lab: What happens when an object blocks light?, 43 Jumpstart Discovery!, 48 uInvestigate Lab: How can you use light to see?, 59 uInvestigate Lab: Why is it hard to see stars during the day?, 81 uInvestigate Lab: How can you observe sun patterns?, 87 uInvestigate Lab: How does the sun cause seasons?, 95 Topic Assessment, 104-105 uDemonstrate Lab: How do shadows change?, 108-109 uInvestigate Lab: How do whiskers help a cat?, 155 Quest Check-In: How do snowshoe hares stay safe?, 174-175 uDemonstrate Lab: How do the spines of cacti help them?, 182-183 uConnect Lab: Which mouse is longer?, 188 uInvestigate Lab: How do plants grow and change?, 191 Quest Check-In: 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

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SCI.SEP6.B Design Solutions	
SCI.SEP6.B.K-2 Students use evidence and ideas in designing solutions. This includes the following:	
SCI.SEP6.B.K-2.1 Use tools and materials to design and/or build a device that solves a specific problem or a solution to a specific problem.	<p>SE/TE: uEngineer It!: Design a Tool, 160-161 uInvestigate Lab: How do nests protect eggs?, 207</p> <p>Realize™ Digital Resources: Living Things >Lesson 2, Animal Parts>uEngineer It! Video: Design a Tool</p>
SCI.SEP6.B.K-2.2 Generate and compare multiple solutions to a problem.	<p>SE/TE: Quest Check-In Lab: How can you send secret messages?, 64-65 uInvestigate Lab: How does the sun cause seasons?, 95 uEngineer It!: Design a Code, 100-101</p> <p>Realize™ Digital Resources: Sky and Earth >Lesson 3, Daylight Changes and Seasons>uEngineer It! Video: Design a Code</p>
SCI.SEP7 Students engage in argument from evidence, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP7.A Argue from Evidence	
SCI.SEP7.A.K-2 Students compare ideas and representations about the natural and designed world. This includes the following:	
SCI.SEP7.A.K-2.1 Identify arguments that are supported by evidence.	<p>SE/TE: uInvestigate Lab: How can you see sound?, 13 Arguments from Evidence, EM7</p> <p>Realize™ Digital Resources: Light >Lesson 1, Observe Light>Interactivity: Light Helps Us See</p>

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SCI.SEP7.A.K-2.2 Distinguish between explanations that account for all gathered evidence and those that do not.	<p>SE/TE: Supporting Content: uInvestigate Lab: How can you see sound?, 13 Science Practice: Explanations, EM6</p> <p>Realize™ Digital Resources: Light >Lesson 1, Observe Light>Interactivity: Light Helps Us See</p>
SCI.SEP7.A.K-2.3 Analyze why some evidence is relevant to a scientific question and some is not.	<p>SE/TE: Supporting Content: uInvestigate Lab: How can you see sound?, 13 Arguments from Evidence, EM7</p> <p>Realize™ Digital Resources: Light >Lesson 1, Observe Light>Interactivity: Light Helps Us See</p>
SCI.SEP7.A.K-2.4 Distinguish between opinions and evidence in one’s own explanations.	<p>SE/TE: Supporting Content: uInvestigate Lab: How can you see sound?, 13 Science Practice: Explanations, EM6</p> <p>Realize™ Digital Resources: Light >Lesson 1, Observe Light>Interactivity: Light Helps Us See</p>
SCI.SEP7.A.K-2.5 Listen actively to arguments to indicate agreement or disagreement based on evidence, or to retell the main points of the argument.	<p>SE/TE: uInvestigate Lab: How can you see sound?, 13 Arguments from Evidence, EM7</p> <p>Realize™ Digital Resources: Light >Lesson 1, Observe Light>Interactivity: Light Helps Us See</p>

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SCI.SEP7.A.K-2.6 Construct an argument with evidence to support a claim.	<p>SE/TE: uInvestigate Lab: How can you see sound?, 13 uInvestigate Lab: Why is it hard to see stars during the day?, 81 uInvestigate Lab: How can you observe sun patterns?, 87 uInvestigate Lab: How does the sun cause seasons?, 95 uDemonstrate Lab: How do shadows change?, 108-109 Quest Check-In: How do snowshoe hares stay safe?, 174-175 Arguments from Evidence, EM7</p> <p>Realize™ Digital Resources: Light >Lesson 1, Observe Light>Interactivity: Light Helps Us See</p>
SCI.SEP7.A.K-2.7 Make a claim about the effectiveness of an object, tool, or solution that is supported by relevant evidence.	<p>SE/TE: uInvestigate Lab: How can you see sound?, 13 uConnect Lab: What do you need to see objects?, 40 uEngineer It!: Design a Cooler!, 124-125 uEngineer It!: Design a Tool, 160-161</p> <p>Realize™ Digital Resources: Light >Lesson 1, Observe Light>Interactivity: Light Helps Us See Weather and Seasons >Lesson 1, Types of Weather>uEngineer It! Video: Design a Cooler Living Things >Lesson 2, Animal Parts>uEngineer It! Video: Design a Tool</p>

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SCI.SEP8 Students will obtain, evaluate and communicate information, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP8.A Obtain, Evaluate, and Communicate Information	
SCI.SEP8.A.K-2 Students use observations and texts to communicate new information. This includes the following:	
SCI.SEP8.A.K-2.1 Read developmentally-appropriate texts or use media to obtain scientific and technical information. Use the information to determine patterns in or evidence about the natural and designed worlds.	<p>SE/TE: Extreme Science: Echolocation, 11 Evidence-Based Assessment, 32-33 uEngineer It!: Design a Code, 100-101 Extreme Science: Winter Storm Jonas, 123 Quest Check-In: How do snowshoe hares stay safe?, 174-175 uDemonstrate Lab: How do the spines of cacti help them?, 182-183 Communication, EM9</p> <p>Realize™ Digital Resources: Sky and Earth >Lesson 3, Daylight Changes and Seasons>uEngineer It! Video: Design a Code</p>
SCI.SEP8.A.K-2.2 Describe how specific images (e.g., a diagram showing how a machine works) support a scientific or engineering idea.	<p>SE/TE: Quest Connection, 96 Seasons: Visual Literacy, 96 uEngineer It!: Design a Code, 100-101 Extreme Science: Winter Storm Jonas, 123</p> <p>Realize™ Digital Resources: Light >Topic Close>Quest Findings: Help Send a Message Sky and Earth >Lesson 3, Daylight Changes and Seasons>uEngineer It! Video: Design a Code</p>

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SCI.SEP8.A.K-2.3 Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering scientific questions or supporting scientific claims.	<p>SE/TE: Evidence-Based Assessment, 32-33 Literacy Toolbox: Picture Clues, 82 Communication, EM9</p> <p>TE Only: 21st Century Skills: Using Videos, 208 21st Century Skills: Key Word Searches, 213 21st Century Skills: Using Computers, EM4</p>
SCI.SEP8.A.K-2.4 Communicate information or design ideas and solutions with others in oral or written forms. Use models, drawings, writing, or numbers that provide detail about scientific ideas, practices, or design ideas.	<p>SE/TE: Engineering Practice Toolbox, 60 uEngineer It!: Design a Code, 100-101 uEngineer It!: Design a Cooler!, 124-125 Jumpstart Discovery!, 206 uInvestigate Lab: How do nests protect eggs?, 207</p> <p>Realize™ Digital Resources: Sky and Earth >Lesson 3, Daylight Changes and Seasons>uEngineer It! Video: Design a Code Weather and Seasons >Lesson 1, Types of Weather>uEngineer It! Video: Design a Cooler</p>
K-2 Disciplinary Core Idea	
SCI.ETS Engineering, Technology, and the Application of Science	
SCI.ETS1 Students use science and engineering practices, crosscutting concepts, and an understanding of engineering design to make sense of phenomena and solve problems.	
SCI.ETS1.A Defining and Delimiting Engineering Problems	
SCI.ETS1.A.K-2.i A situation that people want to change or create can be approached as a problem to be solved through engineering.	<p>SE/TE: uEngineer It!: Windshield Safety, 56-57 uEngineer It!: Design a Tool, 160-161 Teamwork, EM8 Improve the Design, EM12-EM13</p>

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SCI.ETS1.A.K-2.ii Asking questions, making observations, and gathering information are helpful in thinking about problems.	<p>SE/TE: uEngineer It!: Windshield Safety, 56-57 uConnect Lab: Which way will it point?, 78 uEngineer It!: Design a Code, 100-101 uDemonstrate Lab: How do shadows change?, 108-109 Quest Check-In Lab: How does the season affect the amount of daylight?, 132-133 uEngineer It!: Design a Tool, 160-161 Science Practice Toolbox: Ask Questions, 170 Define a Problem, EM10</p>
SCI.ETS1.A.K-2.iii Before beginning to design a solution, it is important to clearly understand the problem.	<p>SE/TE: Quest Kickoff: Sending Sound Messages, 2-3 Quest Kickoff: Help Send a Message, 38-39 Quest Check-in Lab, 64-65 Define a Problem, EM10</p> <p>Realize™ Digital Resources: Living Things >Topic Close>Interactivity: Quest Findings: Nature Copycats</p>

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SCI.ETS1.B Developing Possible Solutions	
SCI.ETS1.B.K-2 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>SE/TE: Engineering Practice Toolbox, 60 uInvestigate Lab: How does size affect sound?, 7 Quest Check-In Lab: How can an instrument send a secret?, 25 Quest Check-In Lab: How can you send secret messages?, 64-65 uEngineer It!: Design a Cooler!, 124-125 uConnect Lab: How can you make a model of a plant?, 146 uEngineer It!: Code the Way!, 204-205 Design a Solution, EM11</p> <p>Realize™ Digital Resources: Weather and Seasons >Lesson 1, Types of Weather>uEngineer It! Video: Design a Cooler Parents and Offspring >Lesson 2, Observe Parents and Young>uEngineer It! Interactivity: Code to Find the Treasure</p>
SCI.ETS1.C Optimizing the Design Solution	
SCI.ETS1.C.K-2 Because there is more than one possible solution to a problem, it is useful to compare and test designs.	<p>SE/TE: Quest Check-in Lab: How can instruments talk?, 18-10 uEngineer It!: Design a Cooler!, 124-125 Design a Solution, EM11 Improve the Design, EM12-EM13</p> <p>Realize™ Digital Resources: Weather and Seasons >Lesson 1, Types of Weather>uEngineer It! Video: Design a Cooler</p>

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<p>K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p>	<p>SE/TE: uEngineer It!: Alert! Alert!, 26-27 uEngineer It!: Windshield Safety, 56-57 uConnect Lab: Which way will it point?, 78 uEngineer It!: Design a Code, 100-101 uDemonstrate Lab: How do shadows change?, 108-109 Quest Check-In Lab: How does the season affect the amount of daylight?, 132-133 uEngineer It!: Design a Tool, 160-161 Science Practice Toolbox: Ask Questions, 170 Questions, EM0 Define a Problem, EM10 Improve the Design, EM12-EM13</p> <p>Realize™ Digital Resources: Sound >Topic Launch>Quest Kickoff: Sending Sound Messages >Lesson 3, Uses of Sound>uEngineer It! Interactivity: Notify the Residents Light >Lesson 2, Light and Matter>uEngineer It! Interactivity: Ask Questions about Materials and Light Living Things >Lesson 2, Animal Parts>uEngineer It! Video: Design a Tool</p>

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<p>K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p>	<p>SE/TE: uConnect Lab: Which way will it point?, 78 Quest Check-In Lab: How can you model the motions of the Earth?, 98-99 uConnect Lab: How can you make a model of a plant?, 146 uInvestigate Lab: What do the parts of a plant look like?, 149 uInvestigate 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 uEngineer It!: Code the Way!, 204-205 uInvestigate Lab: How do nests protect eggs?, 207</p>
<p>K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</p>	<p>SE/TE: uEngineer It!: Design a Cooler!, 124-125 uInvestigate Lab: How do whiskers help a cat?, 155</p> <p>Realize™ Digital Resources: Weather and Seasons >Lesson 1, Types of Weather>uEngineer It! Video: Design a Cooler</p>

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SCI.ETS2 Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.	
SCI.ETS2.A Interdependence of Science, Engineering, and Technology	
SCI.ETS2.A.K-2 Science and engineering involve the use of tools to observe and measure things.	
SCI.ETS2.B Influence of Engineering, Technology, and Science on Society and the Natural World	
SCI.ETS2.B.K-2.i Every human-made product is designed by applying some knowledge of the natural world and is built by using natural materials.	<p>SE/TE: uEngineer It!: Design a Tool, 160-161 uInvestigate Lab: What can people learn from an acorn shell?, 163</p> <p>Realize™ Digital Resources: Living Things >Lesson 2, Animal Parts>uEngineer It! Video: Design a Tool >Lesson 2, People Learn from Plant and Animal Parts>Interactivity: How People Mimic Living Things</p>
SCI.ETS2.B.K-2.ii Taking natural materials to make things impacts the environment.	<p>SE/TE: Supporting Content: uEngineer It!: Design a Tool, 160-161 uInvestigate Lab: What can people learn from an acorn shell?, 163</p> <p>Realize™ Digital Resources: Living Things >Lesson 2, Animal Parts>uEngineer It! Video: Design a Tool</p>
K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, or other living things in the local environment.	Please see <i>Elevate Science</i> Grade 2, Topic 4 Earth's Processes, Lesson 3 People Can Change Earth, pp. 130-141.

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1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants or animals use their external parts to help them survive, grow, and meet their needs.	<p>SE/TE: uEngineer It!: Design a Tool, 160-161 uInvestigate Lab: What can people learn from an acorn shell?, 163</p> <p>Realize™ Digital Resources: Living Things >Topic Launch>Video: Quest Kickoff: Nature Copycats >Lesson 2, Animal Parts>uEngineer It! Video: Design a Tool >Lesson 2, People Learn from Plant and Animal Parts>Interactivity: How People Mimic Living Things >Topic Close>Interactivity: Quest Findings: Nature Copycats</p>
SCI.ETS3 Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.	
SCI.ETS3.A Science and Engineering Are Human Endeavors	
SCI.ETS3.A.K-2.i People of diverse backgrounds can become scientists and engineers.	<p>SE/TE: Please see supporting content: Career Connection: Orchestra Conductor, Sound engineer, 29 uEngineer It! Windshield Safety, 56-57 Career Connection: Space Scientist, 103 uEngineer It!, Design a Cooler, design engineer, 124-125 Career Connection: Meteorologist, 135 Career Connection: Bioengineer, 177 Career Connection: Nature Scientist, 217</p> <p>TE Only: Code the Way, 204</p>

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SCI.ETS3.A.K-2.ii People have practiced science and engineering for a long time.	SE/TE: Please see supporting content: Career Connection: Orchestra Conductor, 29 Career Connection: Game Designer, 67 Career Connection: Space Scientist, 103 Career Connection: Meteorologist, 135 Career Connection: Bioengineer, 177 Career Connection: Nature Scientist, 217
SCI.ETS3.A.K-2.iii Creativity and imagination are important to science and engineering.	SE/TE: Please see supporting content: Career Connection: Orchestra Conductor, 29 Career Connection: Game Designer, 67 Career Connection: Space Scientist, 103 uEngineer It!, Design a Cooler, design engineer, 124-125 Career Connection: Meteorologist, 135 Career Connection: Bioengineer, 177 Career Connection: Nature Scientist, 217 Engineering Practices, EM12-EM13
SCI.ETS3.B Science and Engineering Are Unique Ways of Thinking with Different Purposes	
SCI.ETS3.B.K-2.i Scientists use evidence to explain the natural world.	SE/TE: uConnect Lab: Analyze and Interpret Data, 40 uDemonstrate Lab: Analyze and Interpret Data, 72-73 Gravity and the Moon: Explain, 85 Quest Connection, 91 uInvestigate Lab: How does the sun cause seasons?, 95 Quest Check-In Lab: How can you model the motions of the Earth?, 99
SCI.ETS3.B.K-2.ii Science assumes natural events happen today as they happened in the past.	SE/TE: uInvestigate Lab: How does the sun cause seasons?, 95 Quest Check-In Lab: How can you model the motions of the Earth?, 99 Science Practices: Analyze and Interpret Data, EM4 Science Practices: Explanations, EM6

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SCI.ETS3.B.K-2.iii Engineers solve problems to meet the needs of people and communities.	<p>SE/TE: uEngineer It!: Windshield Safety, 56-57 uEngineer It!: Design a Tool, 160-161 Define a Problem, EM10 Improve the Design, EM12-EM13</p> <p>Realize™ Digital Resources: Light >Lesson 2, Light and Matter>uEngineer It! Interactivity: Ask Questions about Materials and Light Living Things >Lesson 2, Animal Parts>uEngineer It! Video: Design a Tool</p>
SCI.ETS3.C Science and Engineering Use Multiple Approaches to Create New Knowledge and Solve Problems	
SCI.ETS3.C.K-2.i Science and engineers use many approaches to answer questions about the natural world and solve problems.	<p>SE/TE: Quest Findings: Nature Copycats, 176 Science Practices: Questions, EM0 Science Practices: Investigations, EM1</p> <p>Realize™ Digital Resources: Living Things >Topic Close: Quest Findings</p>
SCI.ETS3.C.K-2.ii Scientific explanations are strengthened by being supported with evidence.	<p>SE/TE: Arguments from Evidence, EM7 uInvestigate Lab: How can you see sound?, 13</p> <p>Realize™ Digital Resources: Light >Lesson 1, Observe Light>Interactivity: Light Helps Us See</p>

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SCI.ETS3.C.K-2.iii An engineering problem can have many solutions. The strength of a solution depends on how well it solves the problem.	<p>SE/TE: uEngineer It!: Alert! Alert!, 26-27 uEngineer It!: Design a Cooler!, 124-125 uEngineer It!: Design a Tool, 160-161</p> <p>Realize™ Digital Resources: Sound >Lesson 3, Uses of Sound>uEngineer It! Interactivity: Notify the Residents Weather and Seasons >Lesson 1, Types of Weather>uEngineer It! Video: Design a Cooler Living Things >Lesson 2, Animal Parts>uEngineer It! Video: Design a Tool</p>
K-ETS3-1 Compare data from two types of investigations (e.g., hands-on and computer-based games) to show that pushes and pulls of different strengths have different effects (PS2.A.K).	Please see <i>Elevate Science</i> , Kindergarten, Topic 1 Pushes and Pulls, Lesson 1 Pushes and Pulls, 6-11.
1-ETS3-1 Construct an argument with evidence that humans today and long ago have used ideas from plants and animals to help them survive (LS1.A.1).	<p>SE/TE: uEngineer It!: Design a Tool, 160-161 uInvestigate Lab: What can people learn from an acorn shell?, 163</p> <p>Realize™ Digital Resources: Living Things >Topic Launch>Video: Quest Kickoff: Nature Copycats >Lesson 2, Animal Parts>uEngineer It! Video: Design a Tool >Lesson 3, People Learn from Plant and Animal Parts>Interactivity: How People Mimic Living Things >Topic Close>Interactivity: Quest Findings: Nature Copycats</p>
2-ETS3-1 Design creative solutions to a problem caused when there is a quick change to the earth’s surface (e.g., natural disasters) (ESS1.C.2).	Please see <i>Elevate Science</i> , Grade 2, Topic 4 Quest Kickoff: Save the Town, 114-115.