

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



To the  
**Arizona Science Standards (2018)**  
**Grade 1**

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**Introduction**

The following document demonstrates how the ***Elevate Science, ©2019*** program supports Arizona Standards for Science (adopted in 2018). For each standard, correlation references are to the Student Edition and Teacher Edition where applicable.

***Elevate Science*** is a comprehensive K-5 science program that focuses on active, student-centered learning. It builds students' critical thinking, questioning, and collaboration skills, and fuels interest in STEM and creative problem solving while supporting literacy development for elementary-age learners. Developed to support Next Generation Science Standards (NGSS), ***Elevate Science*** integrates three-dimensional learning of the Scientific and Engineering Practices, Crosscutting Concepts (CCC), and Disciplinary Core Ideas (DCIs).

The ***Elevate Science*** blended print and digital curriculum engages students in phenomena-based inquiry and hands-on investigations.

- Problem-based learning Quests put students on a journey of discovery
- Engineering-focused features infuse STEM learning
- Coding and innovation engage students and build 21<sup>st</sup> century skills

The Teacher's Edition of ***Elevate Science*** helps elementary educators teach science with confidence: Scaffolding, ELD, differentiated instruction, and an instructional organization based upon the 5E learning model, (Engage, Explore, Explain, Extend/Elaborate, Evaluate), provide all the support needed for successful teaching practices. Professional development offers point-of-use support. A full-view approach to inquiry and testing provides new options for a variety of hands-on labs and assessments for three-dimensional learning.

***Elevate Science*** prepares students for the challenges of tomorrow, building strong reasoning skills and critical thinking strategies as they engage in explorations, formulate claims, and gather and analyze data that promote evidence-based argument. Designed for today's classroom, preparing students for tomorrow's world. ***Elevate Science*** promises to:

- Elevate thinking.
- Elevate learning.
- Elevate teaching.

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<b>Arizona Science Standards (2018) Grade 1</b>	<b>Elevate Science Grade 1 ©2019</b>
<b>First Grade: Focus on Cause and Effect; Stability and Change (cycles)</b>	
<b>Physical Sciences: Students develop an understanding of the effects of forces and waves, and how they can impact or be impacted by objects near and far away. They explore the relationships between sound and vibrating materials, as well as light and materials including the ability of sound and light to travel from place to place.</b>	
<b>Physical Science Standards</b>	
<p>1.P2U1.1 Plan and carry out investigations demonstrating the effect of placing objects made with different materials in the path of a beam of light and predict how objects with similar properties will affect the beam of light.</p>	<p><b>SE/TE:</b>  Topic 2 Jumpstart Discovery!, 42  Topic 2 uInvestigate Lab: What happens when an object blocks light?, 43  Topic 2 Shadows, 46  Topic 2 Jumpstart Discovery!, 48  Topic 2 uInvestigate Lab: How do materials affect light?, 49  Topic 2 Blocked Light, 50  Topic 2 Light Goes Through, 51  Topic 2 Interactivity, 51  Topic 2 Light Bounces Off, 52  Topic 2 Materials That Reflect, 53  Topic 2 Assessment: Question 2, 68  Science and Engineering Practices Handbook: Science Practices, Investigations, EM1</p> <p><b>TE Only:</b>  Topic 2 focus on Mastery!: Planning and Carrying Out Investigations, 43, 49</p>

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1.P2U1.2 Use models to provide evidence that vibrating matter creates sound and sound can make matter vibrate.	<b>SE/TE:</b> Topic 1 The Essential Question: What happens when objects vibrate?, 1 Topic 1 uConnect Lab: How can a ruler make a sound?, 4 Topic 1 uInvestigate Lab: How does size affect sound?, 7 Topic 1 Sound: Reading Check, 8 Topic 1 uInvestigate Lab: How can you see sound?, 13 Topic 1 Making Sounds, 14 Topic 1 Interactivity, 14 Topic 1 Musical Sounds, 15 Topic 1 Making Music, 16-17 Topic 1 Assessment: The Essential Question, 30 Topic 1 Assessment: Question 1, 30 Topic 1 uDemonstrate Lab: Which instrument can you use to make sound?, 34-35
1.P3U1.3 Plan and carry out investigations which demonstrate how equal forces can balance objects and how unequal forces can push, pull, or twist objects, making them change their speed, direction, or shape.	<b>SE/TE:</b> Science and Engineering Practices Handbook: Science Practices, Investigations, EM1  This standard is also addressed in <i>Elevate Science</i> Grade K, Topic 1, Lesson 1: Pushes and Pulls; Lesson 2: Change in Movement; Lesson 3: Change Movement with Pushes and Pulls, and Grade 3, Topic 1, Lesson 4: Balanced and Unbalanced Forces.
1.P4U2.4 Design and evaluate ways to increase or reduce heat from friction between two objects.	This standard is addressed in <i>Elevate Science</i> Grade 3, Topic 1, Lesson 3: Forces and Motion.
<b>Earth and Space Sciences: Students develop an understanding that organisms depend on earth materials and other living organisms for survival.</b>	
<b>Earth and Space Standards</b>	
1.E1U1.5 Obtain, evaluate, and communicate information about the properties of Earth materials and investigate how humans use natural resources in everyday life.	This standard is addressed in <i>Elevate Science</i> Grade K, Topic 6, Lesson 3: People Change the Environment; Lesson 4: People Can Protect the Environment.

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<p><b>Life Sciences: Students develop an understanding that the Earth has supported, and continues to support, a large variety of organisms. These organisms can be distinguished by their physical characteristics, life cycles, and their different resource needs for survival. Different types of organisms live where there are different earth resources such as food, air, and water.</b></p>	
<p><b>Life Science Standards</b></p>	
<p>1.L1U1.6 Observe, describe, and predict life cycles of animals and plants.</p>	<p><b>SE/TE:</b> Topic 6 ulnvestigate Lab: How do plants grow and change?, 191 Topic 6 Life Cycle of a Plant, 192 Topic 6 Life Cycle of an Animal, 193 Topic 6 Quest Check-In Lab: How are the life cycles alike and different?, 194-195</p>
<p>1.L2U2.7 Develop and use models about how living things use resources to grow and survive; design and evaluate habitats for organisms using earth materials.</p>	<p><b>SE/TE:</b> Topic 6 Jumpstart Discovery, 206 Topic 6 STEM ulnvestigate Lab: How do nests protect eggs?, 207 Topic 6 Animal Needs, 208</p>
<p>1.L2U1.8 Construct an explanation describing how organisms obtain resources from the environment including materials that are used again by other organisms.</p>	<p><b>SE/TE:</b> Topic 6 Jumpstart Discovery, 206 Topic 6 STEM ulnvestigate Lab: How do nests protect eggs?, 207 Topic 6 Animal Needs, 208 <b>TE Only:</b> Topic 6 21<sup>st</sup> Century Skills: Using Videos, 208</p>

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1.L3U1.9 Obtain, evaluate, and communicate information to support an evidence-based explanation that plants and animals produce offspring of the same kind, but offspring are generally not identical to each other or their parents.	<p><b>SE/TE:</b>  Topic 6 The Essential Question: How are parents and their young alike and different?, 185  Topic 6 Quest Kickoff: Find the Parents, 186-187  Topic 6 uInvestigate Lab: What do young plants look like?, 197  Topic 6 Plants Are Different, 200  Topic 6 Animals Are Different, 202  Topic 6 Quest Check-In: Alike and Different, 203  Topic 6 Quest Findings: Find the Parents, 216  Topic 6 Assessment: The Essential Question, 218  Topic 6 Assessment: Questions 1 &amp; 2, 217  Topic 6 Evidenced-Based Assessment, Question 1, 220  Topic 6 uDemonstrate Lab: How do living things change as they grow?, 222-223</p> <p><b>TE Only:</b>  Topic 6 Differentiated Instruction: Support Struggling Students and Advanced Learners, 185</p>
1.L4U1.10 Develop a model to describe how animals and plants are classified into groups and subgroups according to their similarities.	<p><b>SE/TE:</b>  Topic 6 Alike and Different, 198  Topic 6 Plants Are Alike, 199  Topic 6 Plants Are Different, 200  Topic 6 Animals Are Alike, 201  Topic 6 Animals Are Different, 202  Topic 6 Quest Check-In: Alike and Different, 203</p> <p><b>TE Only:</b>  Topic 6 21<sup>st</sup> Century Skills: Compare and Contrast, 202</p>

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<p>1.L4U3.11 Ask questions and explain how factors can cause species to go extinct.</p>	<p><b>SE/TE:</b>            Science and Engineering Practices Handbook:            Science Practices, Questions, 224            Science and Engineering Practices Handbook:            Science Practices, Analyze and Interpret Data            (Fossils), EM4            Science and Engineering Practices Handbook:            Science Practices, How to Measure (Fossils),            EM5</p> <p>This standard is also addressed in <i>Elevate Science</i> Grade 3, Topic 7, Lesson 1: Fossils.</p>