

A Correlation of
Elevate Science
Grade 2, ©2019



To the
Oklahoma
2020 Academic Standards for Science
Grade 2

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Introduction

The following document demonstrates how the ***Elevate Science, ©2019*** program supports Oklahoma 2020 Academic Standards for Science. Correlation references include 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.

**A Correlation of Elevate Science Grade 2, ©2019
To the
Oklahoma 2020 Academic Standards for Science, Grade 2**

Table of Contents

Matter and Its Interactions (PS1).....	4
Ecosystems: Interactions, Energy and Dynamics (LS2).....	12
Biological Unity and Diversity (LS4)	16
Earth’s Place in the Universe (ESS1)	18
Earth’s Systems (ESS2).....	20

**A Correlation of Elevate Science Grade 2, ©2019
To the
Oklahoma 2020 Academic Standards for Science, Grade 2**

Oklahoma 2020 Academic Standards for Science Grade 2	Elevate Science ©2019 Grade 2
Matter and Its Interactions (PS1)	
Performance Expectations	
<p>2.PS1.1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</p>	<p>SE/TE: uConnect Lab: Which object is bigger?, 4 Jumpstart Discovery!, 6 uInvestigate Lab: What is different?, 7 Gases, 11 Test Properties, 18 Jumpstart Discovery!, 20 uInvestigate Lab: Which package fits the blocks?, 21 Quest Connection, 23 Quest Check-In Lab: 24-25 Quest Check-In: Liquid and Gas Toys, 32 Quest Findings: Toy Building Kit, 34 The Essential Question, 43 uDemonstrate Lab: What makes something sink or float?, 40-41</p> <p>Realize™ Digital Resources: Properties of Matter >Lesson 2, Properties of Matter>Interactivity: Observe Properties of Matter Changing Matter >Topic Launch>Quest Kickoff: Building Bridges >Topic Close>Quest Findings: Building Bridges</p>
Disciplinary Core Ideas	
<p>2.PS1.1.DCI.1 Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature.</p>	<p>SE/TE: Types of Matter, 9 Describe Matter, 10 States of Matter, 29 Jumpstart Discovery!, 54 uInvestigate Lab: How does heating and cooling change matter?, 55 Heating and Cooling, 57 Quest Check-In, 59 STEM Math Connection: Compare Numbers, 65 Evidence-Based Assessment, 72-73</p> <p>Realize™ Digital Resources: Changing Matter >Lesson 2, Temperature and Matter>Video: Temperature Matters</p>

**A Correlation of Elevate Science Grade 2, ©2019
To the
Oklahoma 2020 Academic Standards for Science, Grade 2**

Oklahoma 2020 Academic Standards for Science Grade 2	Elevate Science ©2019 Grade 2
2.PS1.1.DCI.2 Matter can be described and classified by its observable properties.	<p>SE/TE: Jumpstart Discovery!, 6 uInvestigate Lab: What is different?, 7 Matter Everywhere, 8 Types of Matter, 9 Describe Matter, 10 Measure Properties, 16 Test Properties, 18 Shapes of Liquids and Gases, 28 States of Matter, 29 Topic Assessment, 36-37</p> <p>Realize™ Digital Resources: Properties of Matter >Lesson 1, Describe Matter>Video: Describe Matter >Lesson 2, Properties of Matter>Interactivity: Observe Properties of Matter</p>
2.PS1.1.DCI.3 Different properties are suited to different purposes.	<p>SE/TE: Quest Check-In, 11 uInvestigate Lab: What can beavers teach engineers?, 15 Jumpstart Discovery, 20 Uses Solids, 22 Everyday Solids, 23 Everyday Uses of Liquids and Gases, 31 Topic Assessment, 36-37 Matter Can Change, 50 Jumpstart Discovery!, 60 Career Connection: Structural Engineer, 69</p> <p>Realize™ Digital Resources: Properties of Matter >Topic Launch>Quest Kickoff: Toy Building Kit >Lesson 3, Use Solids>Interactivity: The Most Useful Tool for a Job >Topic Close>Quest Findings: Toy Building Kit Changing Matter >Topic Launch>Quest Kickoff: Building Bridges >Topic Close>Quest Findings: Building Bridges</p>

**A Correlation of Elevate Science Grade 2, ©2019
To the
Oklahoma 2020 Academic Standards for Science, Grade 2**

Oklahoma 2020 Academic Standards for Science Grade 2	Elevate Science ©2019 Grade 2
Science and Engineering Practices	
<p>2.PS1.1.SEP.1 Planning and Carrying Out Investigations: Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.</p>	<p>SE/TE: uConnect Lab: Which Object is Bigger?, 4 What is different?, 7 Quest Check-In: Build with Solids, Liquids, and Gases, 11 Quest Check-In: Observe, Measure, Test, 19 uInvestigate Lab: Which package fits the blocks?, 21 Quest Check-In Lab: How do you use shapes when building, 24-25 uInvestigate Lab: How can you make a bigger bubble?, 27 Quest Check-In: Liquid and Gas Toys, 32 uDemonstrate Lab: What makes something sink or float?, 40-41 uInvestigate Lab: What can you build?, 61</p> <p>Changing Matter >Topic Launch>Quest Kickoff: Building Bridges >Topic Close>Quest Findings: Building Bridges</p>
Crosscutting Concepts	
<p>2.PS1.1.CCC1 Patterns: Patterns in the natural and human-designed world can be observed.</p>	<p>SE/TE: Crosscutting Concepts Toolbox: Patterns, 17 Math Toolbox, 56 Quest Connection, 57</p>

**A Correlation of Elevate Science Grade 2, ©2019
To the
Oklahoma 2020 Academic Standards for Science, Grade 2**

Oklahoma 2020 Academic Standards for Science Grade 2	Elevate Science ©2019 Grade 2
Performance Expectations	
<p>2.PS1.2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for the intended purpose.</p>	<p>SE/TE: Quest Check-In: Build with Solids, Liquids, and Gases, 11 uInvestigate Lab: What can beavers teach engineers?, 15 Quest Check-In: Observe, Measure, Test, 19 uInvestigate Lab: Which package fits the blocks?, 21 Quest Check-In Lab: How do you use shapes when building, 24-25 Quest Check-In: Liquid and Gas Toys, 32 uDemonstrate Lab: What makes something sink or float?, 40-41 uConnect Lab: How can you use all of the materials?, 46 Quest-In Lab: What materials make a bridge strong?, 64 uEngineer It!: Improve a Sipping Cup!, 66-67</p> <p>Realize™ Digital Resources: Properties of Matter >Topic Launch>Quest Kickoff: Toy Building Kit >Lesson 3, Use Solids>Interactivity: The Most Useful Tool for a Job >Topic Close>Quest Findings: Toy Building Kit Changing Matter >Topic Launch>Quest Kickoff: Building Bridges >Lesson 3, Matter Within Objects>uEngineer It! Interactivity: Chill Out >Topic Close>Quest Findings: Building Bridges</p>
Disciplinary Core Ideas	
<p>2.PS1.2.DCI.1 Different properties are suited to different purposes.</p>	<p>SE/TE: Quest Check-In: Build with Solids, Liquids, and Gases, 11 uInvestigate Lab: What can beavers teach engineers?, 15 Quest Check-In: Observe, Measure, Test, 19 Uses Solids, 22 Everyday Solids, 23 Shapes of Liquids and Gases, 28 Everyday Uses of Liquids and Gases, 31</p> <p>Realize™ Digital Resources: Properties of Matter >Topic Launch>Quest Kickoff: Toy Building Kit >Topic Close>Quest Findings: Toy Building Kit Changing Matter >Topic Launch>Quest Kickoff: Building Bridges >Topic Close>Quest Findings: Building Bridges</p>

**A Correlation of Elevate Science Grade 2, ©2019
To the
Oklahoma 2020 Academic Standards for Science, Grade 2**

Oklahoma 2020 Academic Standards for Science Grade 2	Elevate Science ©2019 Grade 2
<p>2.PS1.2.DCI.2 Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world.</p>	<p>SE/TE: uEngineer It!: Design a Nutcracker, 12-13 uInvestigate Lab: What can beavers teach engineers?, 15 Use of Solids, 22 Everyday Solids, 23 Quest Check-In Lab: How do you use shapes when building, 24-25</p> <p>TE Only: Matter Everywhere, 8</p> <p>Realize™ Digital Resources: Properties of Matter >Lesson 1, Describe Matter>uEngineer It! Video: Design a Nutcracker</p>
Science and Engineering Practices	
<p>2.PS1.2.SEP.1 Analyzing and Interpreting Data: Analyze data from tests of an object or tool to determine if it works as intended.</p>	<p>SE/TE: uInvestigate Lab: What can beavers teach engineers?, 15 Quest Check-In, 19 uInvestigate Lab: Which package fits the blocks?, 21 STEM Quest Check-In: How do you use shapes when building?, 24-25 Quest Check-In, 32 uDemonstrate Lab: What makes something sink or float?, 40-41 STEM uConnect Lab: How can you use all of the materials?, 46 uInvestigate Lab: What can you build?, 61 STEM Quest Check-In Lab; What materials make a bridge strong?, 64 uEngineer It!: Improve a Sipping Cup!, 66-67</p> <p>Realize™ Digital Resources: Changing Matter >Lesson 3, Matter Within Objects>uEngineer It! Interactivity: Chill Out</p>

**A Correlation of Elevate Science Grade 2, ©2019
To the
Oklahoma 2020 Academic Standards for Science, Grade 2**

Oklahoma 2020 Academic Standards for Science Grade 2	Elevate Science ©2019 Grade 2
Crosscutting Concepts	
2.PS1.2.CCC.1 Cause and Effect: Simple tests can be designed to gather evidence to support or refute student ideas about causes.	SE/TE: Literacy Connection: Cause and Effect, 5 Types of Matter, 9 Literacy Toolbox: Cause and Effect, 10 uInvestigate Lab: What can beavers teach engineers?, 15 Test Properties, 18 Uses Solids, 22 uInvestigate Lab: How can you make a bigger bubble?, 27 Reading Check, 28 uDemonstrate Lab: What makes something sink or float?, 40-41
Performance Expectations	
2.PS1.3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object	SE/TE: uConnect Lab: How can you use all of the materials?, 46 uInvestigate Lab: What can you build?, 61 Objects Can Be Assembled from Other Objects: Visual Literacy, 62-63 Quest Check-In Lab: What materials make a bridge strong?, 64 uDemonstrate Lab: How can you make something new?, 74-75 Realize™ Digital Resources: Changing Matter >Topic Launch>Quest Kickoff: Building Bridges >Lesson 3, Matter Within Objects>Interactivity: Choices Matter
Disciplinary Core Ideas	
2.PS1.3.DCI.1 A great variety of objects can be built up from a small set of pieces.	SE/TE: Uses of Solids, 22 Everyday Solids, 23 Quest Connection, 28 Crosscutting Concepts Toolbox, 29 Quest Connection, 50 uInvestigate Lab: What can you build?, 61 Objects Can Be Assembled from Other Objects: Visual Literacy Sequence, 62-63 uDemonstrate Lab: How can you make something new?, 74-75 Realize™ Digital Resources: Changing Matter >Lesson 3, Matter Within Objects>Interactivity: Choices Matter

**A Correlation of Elevate Science Grade 2, ©2019
To the
Oklahoma 2020 Academic Standards for Science, Grade 2**

Oklahoma 2020 Academic Standards for Science Grade 2	Elevate Science ©2019 Grade 2
2.PS1.3.DCI.2 Different properties are suited to different purposes.	<p>SE/TE: Jumpstart Discovery!, 60 uInvestigate Lab: What can you build?, 61 Objects Can Be Assembled from Other Objects: Visual Literacy Sequence, 62-63 Quest Check-In Lab: What materials make a bridge strong?, 64 Career Connection: Structural Engineer, 69 uDemonstrate Lab: How can you make something new?, 74-75</p> <p>Realize™ Digital Resources: Changing Matter >Topic Launch>Quest Kickoff: Building Bridges >Lesson 3, Matter Within Objects>Interactivity: Choices Matter >Topic Close>Quest Findings: Building Bridges</p>
Science and Engineering Practices	
2.PS1.3.SEP.1 Constructing Explanations: Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.	<p>SE/TE: Quest Check-In: Build with Solids, Liquids, and Gases, 11 Reading Check, 18 Quest Connection, 28 Quest Check-In: Liquid and Gas Toys, 32 uInvestigate Lab: How can you change objects?, 49 Quest Connection, 50 uInvestigate Lab: What can you build?, 61 uDemonstrate Lab: How can you make something new?, 74-75</p> <p>Realize™ Digital Resources: Changing Matter >Lesson 3, Matter Within Objects>Interactivity: Choices Matter >Topic Close>Quest Findings: Building Bridges</p>
Crosscutting Concepts	
2.PS1.3.CCC.1 Energy and Matter: Objects may break into smaller pieces and be put together into larger pieces, or change shapes.	<p>SE/TE: uInvestigate Lab: How can you change objects?, 49 Quest Connection, 50 Quest Check-In: Matter Can Change, 53 Objects Can Be Assembled from Other Objects: Visual Literacy, 62-63 uDemonstrate Lab: How can you make something new?, 74-75</p> <p>Realize™ Digital Resources: Changing Matter >Lesson 3, Matter Within Objects>Interactivity: Choices Matter</p>

**A Correlation of Elevate Science Grade 2, ©2019
To the
Oklahoma 2020 Academic Standards for Science, Grade 2**

Oklahoma 2020 Academic Standards for Science Grade 2	Elevate Science ©2019 Grade 2
Performance Expectations	
2.PS1.4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	<p>SE/TE: uInvestigate Lab: How does heating and cooling change matter?, 55 Heating and Cooling, 57 Reversible or Not, 58 Quest Check-In: How does temperature change matter over time?, 59</p> <p>Realize™ Digital Resources: Changing Matter >Topic Launch>Quest Kickoff: Building Bridges >Lesson 2, Temperature and Matter>Video: Temperature Matters;>Interactivity: Turn Up the Heat and Chill Out >Topic Close>Quest Findings: Building Bridges</p>
Disciplinary Core Ideas	
2.PS1.4.DCI.1 Heating or cooling a substance may cause changes that can be observed.	<p>SE/TE: Jumpstart Discovery!, 54 uInvestigate Lab: How does heating and cooling change matter?, 55 Heating and Cooling, 57 Topic Assessment, 70 Evidence-Based Assessment, 72-73</p> <p>Realize™ Digital Resources: Changing Matter >Lesson 2, Temperature and Matter>Video: Temperature Matters;>Interactivity: Turn Up the Heat and Chill Out</p>
2.PS1.4.DCI.2 Sometimes these changes are reversible, and sometimes they are not.	<p>SE/TE: uInvestigate Lab: How does heating and cooling change matter?, 55 Reversible or Not, 58 Evidence-Based Assessment, 72-73</p> <p>Realize™ Digital Resources: Changing Matter >Lesson 2, Temperature and Matter>Video: Temperature Matters;>Interactivity: Turn Up the Heat and Chill Out</p>

**A Correlation of Elevate Science Grade 2, ©2019
To the
Oklahoma 2020 Academic Standards for Science, Grade 2**

Oklahoma 2020 Academic Standards for Science Grade 2	Elevate Science ©2019 Grade 2
Science and Engineering Practices	
2.PS1.4.SEP.1 Engaging in Argument from Evidence: Construct an argument with evidence to support a claim.	<p>SE/TE: uInvestigate Lab: How does heating and cooling change matter?, 55 Quest Connection, 57 Quest Check-In: How does temperature change matter over time?, 59 Arguments from Evidence, EM7</p> <p>TE Only: Focus on Mastery!, 59</p> <p>Realize™ Digital Resources: Changing Matter >Lesson 2, Temperature and Matter;>Interactivity: Turn Up the Heat and Chill Out >Topic Close>Quest Findings: Building Bridges</p>
Crosscutting Concepts	
2.PS1.4.CCC.1 Cause and Effect: Events have causes that generate observable patterns.	<p>SE/TE: uInvestigate Lab: How does heating and cooling change matter?, 55 Heating and Cooling, 57 Reversible or Not, 58</p> <p>Realize™ Digital Resources: Changing Matter >Lesson 2, Temperature and Matter>Video: Temperature Matters;>Interactivity: Turn Up the Heat and Chill Out</p>
Ecosystems: Interactions, Energy and Dynamics (LS2)	
Performance Expectations	
2.LS2.1 Plan and conduct an investigation to determine if plants need sunlight and water to grow.	<p>SE/TE: uInvestigate Lab: What do plants need to grow?, 163 Quest Check-In Lab: How can you see the parts of a plant?, 166-167 uDemonstrate Lab: How does a plant make oxygen?, 188-189</p> <p>Realize™ Digital Resources: Plants and Animals >Topic Launch>Quest Kickoff: Help Save the Giant Flower >Topic Close>Quest Findings: Help Save the Giant Flower</p>

**A Correlation of Elevate Science Grade 2, ©2019
To the
Oklahoma 2020 Academic Standards for Science, Grade 2**

Oklahoma 2020 Academic Standards for Science Grade 2	Elevate Science ©2019 Grade 2
Disciplinary Core Ideas	
2.LS2.1.DCI.1 Plants depend on water and light to grow.	SE/TE: Plants and Animals, 156 Plant Life Cycles, 157 uInvestigate Lab: What do plants need to grow?, 163 What Plants Need, 164 Plant Parts, 165 uDemonstrate Lab: How does a plant make oxygen?, 188-189
Science and Engineering Practices	
2.LS2.1.SEP.1 Planning and Carrying Out Investigations: Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.	SE/TE: uInvestigate Lab: What do plants need to grow?, 163 Quest Check-In Lab: What is pollination?, 178-179 uDemonstrate Lab: How does a plant make oxygen?, 188-189 Realize™ Digital Resources: Plants and Animals >Topic Launch>Quest Kickoff: Help Save the Giant Flower >Topic Close>Quest Findings: Help Save the Giant Flower
Crosscutting Concepts	
2.LS2.1.CCC.1 Cause and Effect: Events have causes that generate observable patterns.	SE/TE: uInvestigate Lab: What do plants need to grow?, 163 uDemonstrate Lab: How does a plant make oxygen?, 188-189 Realize™ Digital Resources: Plants and Animals >Lesson 2, Plant Needs>Interactivity: How Plant Parts Help Plants

**A Correlation of Elevate Science Grade 2, ©2019
To the
Oklahoma 2020 Academic Standards for Science, Grade 2**

Oklahoma 2020 Academic Standards for Science Grade 2	Elevate Science ©2019 Grade 2
Performance Expectations	
2.LS2.2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.	<p>SE/TE: uInvestigate Lab: How can You Model How Animals Spread Seeds, 175 Quest Check-In Lab: What is pollination?, 178-179 uEngineer It!: Here's the Buzz, 180-181</p> <p>Realize™ Digital Resources: Plants and Animals >Topic Launch>Quest Kickoff: Help Save the Giant Flower >Lesson 4, Animals Can Help Plants Reproduce >Video: Animals Can Help Plants Reproduce; >uEngineer It! Video: Here's the Buzz</p>
Disciplinary Core Ideas	
2.LS2.2.DCI.1 Plants depend on animals for pollination or to move their seeds around.	<p>SE/TE: Quest Check-In: Attracting Flies, 173 Jumpstart Discovery, 174 uInvestigate Lab: How Can You Model How Animals Spread Seeds?, 175 Seeds Can Travel, 176 Pollen Can Travel, 177 uEngineer It!: Here's the Buzz, 180-181 Topic Assessment, 185 Evidence-Based Assessment, 186-187</p> <p>Realize™ Digital Resources: Plants and Animals >Topic Launch>Quest Kickoff: Help Save the Giant Flower >Lesson 4, Animals Can Help Plants Reproduce >Video: Animals Can Help Plants Reproduce; >uEngineer It! Video: Here's the Buzz >Topic Close>Quest Findings: Help Save the Giant Flower</p>
2.LS2.2.DCI.2 Designs can be conveyed through sketches, drawings, or physical models.	<p>SE/TE: uInvestigate Lab: How Can You Model How Animals Spread Seeds, 175 uEngineer It!: Here's the Buzz, 180-181</p> <p>Realize™ Digital Resources: Plants and Animals >Lesson 4, Animals Can Help Plants Reproduce>uEngineer It! Video: Here's the Buzz</p>

**A Correlation of Elevate Science Grade 2, ©2019
To the
Oklahoma 2020 Academic Standards for Science, Grade 2**

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2.LS2.2.DCI.3 These representations are useful in communicating ideas for a problem's solutions to other people.	<p>SE/TE: uInvestigate Lab: How can You Model How Animals Spread Seeds, 175 uEngineer It!: Here's the Buzz, 180-181</p> <p>Realize™ Digital Resources: Plants and Animals >Lesson 4, Animals Can Help Plants Reproduce >uEngineer It! Video: Here's the Buzz</p>
Science and Engineering Practices	
2.LS2.2.SEP.1 Developing and Using Models: Develop a simple model based on evidence to represent a proposed object or tool.	<p>SE/TE: uInvestigate Lab: How can You Model How Animals Spread Seeds, 175 Quest Check-In Lab: What is pollination?, 178-179 uEngineer It!: Here's the Buzz, 180-181</p> <p>Realize™ Digital Resources: Plants and Animals >Lesson 4, Animals Can Help Plants Reproduce >Video: Animals Can Help Plants Reproduce; >uEngineer It! Video: Here's the Buzz</p>
Crosscutting Concepts	
2.LS2.2.CCC.1 Structure and Function: The shape and stability of structures of natural and designed objects are related to their function(s).	<p>SE/TE: Jumpstart Discovery!, 174 uInvestigate Lab: How Can You Model How Animals Spread Seeds?, 175 Seeds Can Travel, 176 Pollen Can Travel, 177 Quest Check-In Lab: What is pollination?, 178-179</p> <p>Realize™ Digital Resources: Plants and Animals >Lesson 4, Animals Can Help Plants Reproduce >Video: Animals Can Help Plants Reproduce</p>

**A Correlation of Elevate Science Grade 2, ©2019
To the
Oklahoma 2020 Academic Standards for Science, Grade 2**

Oklahoma 2020 Academic Standards for Science Grade 2	Elevate Science ©2019 Grade 2
Biological Unity and Diversity (LS4)	
Performance Expectations	
2.LS4.1 Make observations of plants and animals to compare the diversity of life in different habitats.	<p>SE/TE: uConnect Lab: What is out there?, 194 uInvestigate Lab: Who lives in a grassland?, 197 Habitats, 198 Living Things and Their Habitats, 199 Quest Check-In Lab: Which habitat is best? 200-201 uInvestigate Lab: What do land plants need?, 205 Quest Connection, 208 Quest Check-In: Habitat Diversity, 209 Quest Check-In: Why Some Animals Live in Water, 216 Topic Assessment, 220-221 uDemonstrate Lab: How can you compare diversity in two habitats?, 224-225</p> <p>Realize™ Digital Resources: Habitats >Topic Launch>Quest Kickoff: Protect a Habitat >Lesson 1, Identify Habitats>Interactivity: Your Home Is Your Habitat >Lesson 3, Living Things in Water Habitats>Interactivity: Explore Water Habitats >Topic Close>Quest Findings: Protect a Habitat</p>
Disciplinary Core Ideas	
2.LS4.1.DCI.1 There are many different kinds of living things in any area, and they exist in different places on land and in water.	<p>SE/TE: uConnect Lab: What is out there?, 194 uInvestigate Lab: Who lives in a grassland?, 197 Habitats, 198 Living Things and Their Habitats, 199 Forests, Deserts, Tundra, 206-207 Grasslands, 208 The Ocean, 212-213 Rivers and Streams, 214 Wetlands, 215 Topic Assessment, 220-221 uDemonstrate Lab: How can you compare diversity in two habitats?, 224-225</p> <p>Realize™ Digital Resources: Habitats >Topic Launch>Quest Kickoff: Protect a Habitat >Lesson 3, Living Things in Water Habitats>Interactivity: Explore Water Habitats >Topic Close>Quest Findings: Protect a Habitat</p>

**A Correlation of Elevate Science Grade 2, ©2019
To the
Oklahoma 2020 Academic Standards for Science, Grade 2**

Oklahoma 2020 Academic Standards for Science Grade 2	Elevate Science ©2019 Grade 2
Science and Engineering Practices	
<p>2.LS4.1.SEP.1 Constructing Explanations: Make observations from several sources to construct an evidence-based account for natural phenomena.</p>	<p>SE/TE: uConnect Lab: How are plants and animals alike and different?, 152 uConnect Lab: What is out there?, 194 uInvestigate Lab: Who lives in a grassland?, 197 uInvestigate Lab: What do land plants need?, 205 Quest Check-In: Habitat Diversity, 209 uDemonstrate Lab: How can you compare diversity in two habitats?, 224-225</p> <p>Realize™ Digital Resources: Habitats >Topic Launch>Quest Kickoff: Protect a Habitat</p>
Crosscutting Concepts	
<p>2.LS4.1.CCC.1 Systems and System Models: A system is an organized group of related objects or components.</p>	<p>SE/TE: Compare and Contrast, 198 Quest Check-In Lab: Which habitat is best? 200-201 Forests, Deserts, Tundra, 206-207 Grasslands, 208 Quest Check-In: Habitat Diversity, 209 The Ocean, 212-213 Rivers and Streams, 214 Wetlands, 215 uDemonstrate Lab: How can you compare diversity in two habitats?, 224-225</p> <p>Realize™ Digital Resources: Habitats >Topic Launch>Quest Kickoff: Protect a Habitat >Lesson 3, Living Things in Water Habitats>Interactivity: Explore Water Habitats >Topic Close>Quest Findings: Protect a Habitat</p>

**A Correlation of Elevate Science Grade 2, ©2019
To the
Oklahoma 2020 Academic Standards for Science, Grade 2**

Oklahoma 2020 Academic Standards for Science Grade 2	Elevate Science ©2019 Grade 2
Earth’s Place in the Universe (ESS1)	
Performance Expectations	
<p>2.ESS1.1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</p>	<p>SE/TE: uConnect Lab: Which solution is better?, 116 uInvestigate Lab: How do volcanoes change Earth?, 119 Earthquakes, 121 Floods and Landslides, 122 Quest Check-In: Prevent Floods, 123 uInvestigate Lab: How do mountains change?, 125 Earth Movement and Mountains, 126 Erosion and Deposition, 127 Quest Check-In Lab: How does the ocean affect a coastal town?, 128 Quest Connection, 133 Quest Check-In Lab: How can you protect a coastal town from erosions?, 136-137 uEngineer it: Stop Wind Erosion, 138-139 Quest Findings: Save Our Town!, 140 uDemonstrate Lab: How can you compare different solutions, 146-147</p> <p>Realize™ Digital Resources: Earth’s Processes >Topic Launch>Quest Kickoff: Save the Town! >Lesson 1, Earth Changes Quickly>Interactivity: Quick Changes on Earth >Lesson 2, Earth Changes Slowly>Interactivity: Changing Land >Topic Close>Quest Findings: Save the Town!</p>

**A Correlation of Elevate Science Grade 2, ©2019
To the
Oklahoma 2020 Academic Standards for Science, Grade 2**

Oklahoma 2020 Academic Standards for Science Grade 2	Elevate Science ©2019 Grade 2
Disciplinary Core Ideas	
<p>2.ESS1.1.DCI.1 Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe.</p>	<p>SE/TE: uInvestigate Lab: How do volcanoes change Earth?, 119 Volcanoes, 120 Earthquakes, 121 Quest Connection, 122 Floods and Landslides, 122 uInvestigate Lab: How do mountains change?, 125 Earth Movement and Mountains, 126 Erosion and Deposition, 127 STEM Quest Check-In Lab: How does the ocean affect a coastal town?, 128 Changes to Land, 132 Changes to Water, 133 Stop Wind and Water, 134-135</p> <p>Realize™ Digital Resources: Earth’s Processes >Lesson 1, Earth Changes Quickly>Interactivity: Quick Changes on Earth >Lesson 2, Earth Changes Slowly>Interactivity: Changing Land</p>
Science and Engineering Practices	
<p>2.ESS1.1.SEP.1 Planning and Carrying Out Investigations: Make observations (firsthand or from media) to collect data which can be used to make comparisons.</p>	<p>SE/TE: uConnect Lab: Which solution is better?, 116 uInvestigate Lab: How do volcanoes change Earth?, 119 uInvestigate Lab: How do mountains change?, 125 STEM Quest Check-In Lab: How does the ocean affect a coastal town?, 128 Quest Check-In Lab: How can you protect a coastal town from erosions?, 136-137</p> <p>Realize™ Digital Resources: Earth’s Processes >Lesson 1, Earth Changes Quickly>Interactivity: Quick Changes on Earth >Lesson 2, Earth Changes Slowly>Interactivity: Changing Land</p>

**A Correlation of Elevate Science Grade 2, ©2019
To the
Oklahoma 2020 Academic Standards for Science, Grade 2**

Oklahoma 2020 Academic Standards for Science Grade 2	Elevate Science ©2019 Grade 2
Crosscutting Concepts	
2.ESS1.1.CCC.1 Stability and Change: Things may change slowly or rapidly.	<p>SE/TE: uConnect Lab: Which solution is better?, 116 Crosscutting Concepts Toolbox: Stability and Change, 127</p> <p>TE Only: Crosscutting Concepts – Toolbox, 127</p> <p>Realize™ Digital Resources: Earth’s Processes >Lesson 1, Earth Changes Quickly>Interactivity: Quick Changes on Earth >Lesson 2, Earth Changes Slowly>Interactivity: Changing Land</p>
Earth’s Systems (ESS2)	
Performance Expectations	
2.ESS2.1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.	<p>SE/TE: uConnect Lab: Which solution is better?, 116 uInvestigate Lab: How do volcanoes change earth?, 119 Quest Connection, 122 Quest Check-In: Prevent Floods, 123 How does the ocean affect a coastal town?, 128 uInvestigate Lab: How do plants protect fields from wind?, 131 Changes to Land, 132 Changes to Water, 133 Stop Wind and Water, 134-135 STEM Quest Check-In Lab: How can you protect a coastal town from erosion?, 136-137 uEngineer It!: Stop Wind Erosion, 138-139 uDemonstrate Lab: How can you compare different solutions?, 146-147</p> <p>Realize™ Digital Resources: Earth’s Processes >Topic Launch>Quest Kickoff: Save the Town! >Lesson 3, People Can Change Earth>Interactivity: How do people change Earth?;>uEngineer It! Interactivity: Protect the House and Land >Topic Close>Quest Findings: Save the Town!</p>

**A Correlation of Elevate Science Grade 2, ©2019
To the
Oklahoma 2020 Academic Standards for Science, Grade 2**

Oklahoma 2020 Academic Standards for Science Grade 2	Elevate Science ©2019 Grade 2
Disciplinary Core Ideas	
2.ESS2.1.DCI.1 Wind and water can change the shape of the land.	<p>SE/TE: The Essential Question, 113, uInvestigate Lab: How do mountains change?, 125 Erosion and Deposition, 127 Crosscutting Concepts Toolbox: Stability and Change, 127 STEM Quest Check-In Lab: How does the ocean affect a coastal town?, 128 Changes to Land, 132 Changes to Water, 133</p> <p>Realize™ Digital Resources: Earth’s Processes >Topic Launch>Quest Kickoff: Save the Town! >Lesson 3, People Can Change Earth>uEngineer It! Interactivity: Protect the House and Land >Topic Close>Quest Findings: Save the Town!</p>
2.ESS2.1.DCI.2 Because there is always more than one possible solution to a problem, it is useful to compare and test designs.	<p>SE/TE: uConnect Lab: Which solution is better?, 116 Quest Check-In: Prevent Floods, 123 uInvestigate Lab: How do plants protect fields from wind?, 131 Quest Check-In Lab: How can you protect a coastal town from erosion?, 136-137 uEngineer It! Stop Wind Erosion, 138-139 uDemonstrate Lab: How can you compare different solutions?, 146-147</p> <p>Realize™ Digital Resources: Earth’s Processes >Lesson 3, People Can Change Earth>uEngineer It! Interactivity: Protect the House and Land >Topic Close>Quest Findings: Save the Town</p>
2.ESS2.1.DCI.3 Developing and using technology has impacts on the natural world.	<p>SE/TE: uEngineer it!: Improve a Dam, 96-97 uConnect Lab: Which solution is better?, 116 Changes to Land, 132 Changes to Water, 133 Stop Wind and Water, 134-135 STEM Quest Check-In: How can you protect a coastal town from erosion?, 136-137 uEngineer It!: Stop Wind Erosion, 138-139 uDemonstrate Lab: How can you compare different solutions?, 146-147</p> <p>Realize™ Digital Resources: Earth’s Processes >Lesson 3, People Can Change Earth>uEngineer It! Interactivity: Protect the House and Land >Topic Close>Quest Findings: Save the Town</p>

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Oklahoma 2020 Academic Standards for Science Grade 2	Elevate Science ©2019 Grade 2
Science and Engineering Practices	
<p>2.ESS2.1.SEP.1 Designing Solutions: Compare multiple solutions to a problem.</p>	<p>SE/TE: uConnect Lab: Which solution is better?, 116 Quest Check-In: Prevent Floods, 123 uInvestigate Lab: How do plants protect fields from wind?, 131 Quest Connection, 133 STEM Quest Check-In: How can you protect a coastal town from erosion?, 136-137 uEngineer It!: Stop Wind Erosion, 138-139 uDemonstrate Lab: How can you compare different solutions?, 146-147</p> <p>Realize™ Digital Resources: Earth’s Processes >Topic Launch>Quest Kickoff: Save the Town! >Lesson 3, People Can Change Earth>uEngineer It! Interactivity: Protect the House and Land >Topic Close>Quest Findings: Save the Town!</p>
Crosscutting Concepts	
<p>2.ESS2.1.CCC.1 Stability and Change: Things may change slowly or rapidly.</p>	<p>SE/TE: Quest Kickoff: Save the Town!, 114 Crosscutting Concepts Toolbox: Stability and Change, 127 Career Connection: Environmental Engineer, 141 Topic Assessment, 142-143 Evidence Based-Assessment, 144-145</p> <p>Realize™ Digital Resources: Earth’s Processes >Lesson 1, Earth Changes Quickly>Interactivity: Quick Changes on Earth >Lesson 2, Earth Changes Slowly>Interactivity: Changing Land >Topic Close>Quest Findings: Save the Town!</p>

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Performance Expectations	
<p>2.ESS2.2 Develop a model to represent the shapes and kind of land and bodies of water in an area.</p>	<p>SE/TE: uInvestigate Lab: How can you make a map of a special place?, 83 Quest Check-In Lab: How can you model landforms?, 88-89 Jumpstart Discovery, 98 uInvestigate Lab: Why do map makers use different maps?, 99 uDemonstrate Lab: What can we find at the playground or park?, 110-111 Quest Check-In Lab: How can you protect a coastal town from erosions?, 136-137</p> <p>Realize™ Digital Resources: Earth’s Water and Land >Topic Launch>Quest Kickoff: Map Your Hike >Topic Close>Quest Findings: Map Your Hike</p>
Disciplinary Core Ideas	
<p>2.ESS2.2.DCI.1 Maps show where things are located.</p>	<p>SE/TE: uInvestigate Lab: How can you make a map of a special place?, 83 uInvestigate Lab: Where is the best place to cross the water?, 91 Jumpstart Discovery, 98 uInvestigate Lab: Why do map makers use different maps?, 99 Understand a Map, 100-101 Quest Check-In Lab: How far is it from here to there?, 102 Career Connection: Map Maker, 105 Topic Assessment, 107 uDemonstrate Lab: What can we find at the playground or park?, 110-111</p> <p>Realize™ Digital Resources: Earth’s Water and Land >Topic Launch>Quest Kickoff: Map Your Hike >Lesson 3, Map Land and Water>Interactivity: Map and Go >Topic Close>Quest Findings: Map Your Hike</p>

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2.ESS2.2.DCI.2 One can map the shapes and kinds of land and water in any area.	<p>SE/TE: uInvestigate Lab: How can you make a map of a special place?, 83 Career Connection: Map Maker, 105</p> <p>uDemonstrate Lab: What can we find at the playground or park?, 110-111</p> <p>Realize™ Digital Resources: Earth’s Water and Land >Topic Launch>Quest Kickoff: Map Your Hike >Lesson 3, Map Land and Water>Interactivity: Map and Go >Topic Close>Quest Findings: Map Your Hike</p>
Science and Engineering Practices	
2.ESS2.2.SEP.1 Developing and Using Models: Develop a model to represent patterns in the natural world.	<p>SE/TE: uInvestigate Lab: How can you make a map of a special place?, 83 Quest Check-In Lab: How can you model landforms?, 88-89 Quest Findings: Map Your Hike, 104 uDemonstrate Lab: What can we find at the playground or park?, 110-111 Quest Check-In Lab: How can you protect a coastal town from erosions?, 136-137</p> <p>TE Only: Focus on Mastery, 83, 89, 114, 121</p> <p>Realize™ Digital Resources: Earth’s Water and Land >Topic Launch>Quest Kickoff: Map Your Hike >Topic Close>Quest Findings: Map Your Hike</p>
Crosscutting Concepts	
2.ESS2.2.CCC.1 Patterns: Patterns in the natural world can be observed.	<p>SE/TE: The Surface of Earth – Landforms on the Ocean Floor, 84-87 How can you model landforms?, 88-89 The Ocean, 92 Rivers and Streams, 92 Glaciers, 93 Lakes and Ponds, 94 uInvestigate Lab: How do mountains change?, 125</p>

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Oklahoma 2020 Academic Standards for Science Grade 2	Elevate Science ©2019 Grade 2
Performance Expectations	
2.ESS2.3 Obtain information to identify where water is found on Earth and that it can be solid or liquid.	<p>SE/TE: uConnect Lab: What covers most of the surface of Earth?, 80 Jumpstart Discovery, 90 Rivers and Streams, 92 The Ocean, 92 Glaciers, 93 Math Toolbox: Fractions, 94 Lakes and Ponds, 94 Quest Check-In: Describe Earth’s Water, 95</p> <p>Realize™ Digital Resources: Earth’s Water and Land >Topic Launch>Quest Kickoff: Map Your Hike >Lesson 2, Water on Earth>Interactivity: Water, Water Everywhere >Topic Close>Quest Findings: Map Your Hike</p>
Disciplinary Core Ideas	
2.ESS2.3.DCI.1 Water is found in the ocean, rivers, lakes, and ponds.	<p>SE/TE: The Ocean, 92 Rivers and Streams, 92 Lakes and Ponds, 94 Quest Check-In: Describe Earth’s Water, 95</p> <p>Realize™ Digital Resources: Earth’s Water and Land >Lesson 2, Water on Earth>Interactivity: Water, Water Everywhere</p>
2.ESS2.3.DCI.2 Water exists as solid ice and in liquid form.	<p>SE/TE: Jumpstart Discovery!, 90 The Ocean, 92 Rivers and Streams, 92 Glaciers, 93 Lakes and Ponds, 94 Quest Check-In: Describe Earth’s Water, 95 Assessment, 107</p> <p>Realize™ Digital Resources: Earth’s Water and Land >Lesson 2, Water on Earth>Interactivity: Water, Water Everywhere</p>

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Science and Engineering Practices	
2.ESS2.3.SEP.1 Obtaining, Evaluating, and Communicating Information: Obtain information using various texts and media.	<p>SE/TE: uConnect Lab: What covers most of the surface of earth?, 80 uDemonstrate Lab: What can we find at the playground or park?, 110-111</p> <p>Realize™ Digital Resources: Earth's Water and Land >Lesson 2, Water on Earth>Interactivity: Water, Water Everywhere</p>
Crosscutting Concepts	
2.ESS2.3.CCC.1 Patterns: Patterns in the natural world can be observed.	<p>SE/TE: Quest Check-In Lab: How can you model landforms?, 88-89 Describe Earth's Water, 95</p> <p>Realize™ Digital Resources: Earth's Water and Land >Lesson 2, Water on Earth>Interactivity: Water, Water Everywhere</p>

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