

A Correlation of  
**Elevate Science**  
Grade 2, ©2019



To the  
**Colorado 2020 Academic Standards  
for Science**  
**Grade 2**

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**Introduction**

The following document demonstrates how the ***Elevate Science* ©2019** program supports the Colorado 2020 Academic Standards for Science, Grade 2. 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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1. Physical Science	
<b>Prepared Graduates:</b>	
1. Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding structure, properties and interactions of matter.	
<b>Grade Level Expectation:</b>	
1. Matter exists as different substances that have observable different properties.	
<b>Evidence Outcomes</b>	
<i>Students Can:</i>	
<p>a. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. (2-PS1-1) (Clarification Statement: Observations could include color, texture, hardness and flexibility. Patterns could include the similar properties that different materials share.)</p>	<p><b>SE/TE:</b>  uConnect Lab: Which object is bigger?, 4  Jumpstart Discovery!, 6  uInvestigate Lab: What is different?, 7  Matter Everywhere, 8  Describe Matter, 10  Observe Properties, 17  Quest Check-In: Observe, Measure, Test, 19  uInvestigate Lab: Which package fits the blocks?, 21  Assessment, 36-37  Evidence-Based Assessment, 38-39  uDemonstrate Lab: What makes something sink or float?, 40-41</p>

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<p>b. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. (2-PS1-2) (Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture and absorbency.) (Boundary Statement: Quantitative measurement is limited to length.)</p>	<p><b>SE/TE:</b>            Quest Check-In: Build with Solids, Liquids, and Gases, 11            uEngineer It! Model STEM: Design a Nutcracker!, 12-13            STEM uInvestigate Lab: What can beavers teach engineers?, 15            Observe Properties, 17            Test Properties, 18            Quest Check-In: Observe, Measure, Test, 19            uInvestigate Lab: Which package fits the blocks?, 21            Uses of Solids, 22            STEM Quest Check-In Lab: How do you use shapes when building?, 24-25            Quest Connection, 28            Crosscutting Concepts Toolbox: Constructing Explanations, 29            Quest Check-In: Liquid and Gas Toys, 32            Quest Findings: Toy Building Kit, 34            Assessment, 36-37            STEM Quest Check-In Lab: What materials make a bridge strong?, 64            uDemonstrate Lab: What makes something sink or float?, 40-41            Quest Findings: Building Bridges, 68</p>
<p>c. 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. (2-PS1-3) (Clarification Statement: Examples of pieces could include blocks, building bricks or other assorted small objects.)</p>	<p><b>SE/TE:</b>            STEM Quest Check-In Lab: How do you use shapes when building?, 24-25            STEM uConnect Lab: How can you use all of the materials?, 46            STEM uInvestigate Lab: What can you build?, 61            Objects Can Be Assembled from Other Objects, 62-63            Interactivity: Choices Matter, 62            Quest Connection, 63            STEM uDemonstrate Lab: How can you make something new?, 74-75</p>

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<p>d. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. (2-PS1-4) (Clarification Statement: Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf and heating paper.)</p>	<p><b>SE/TE:</b>            uInvestigate Lab: How does heating and cooling change matter?, 55            Heating and Cooling, 57            Reversible or Not, 58            Interactivity: Turn Up the Heat and Chill Out, 58            Quest Check-In: How does temperature change matter over time?, 59            Assessment, 70-71            Evidence-Based Assessment, 72-73</p>
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<p>1. Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question (Planning and Carrying Out Investigations) (Personal: Personal responsibility)</p>	<p><b>SE/TE:</b>            uConnect Lab: Which object is bigger?, 4            uInvestigate Lab: What is different?, 7            STEM uInvestigate Lab: What can beavers teach engineers?, 15            Quest Check-In: Observe, Measure, Test, 19            uInvestigate Lab: Which package fits the blocks?, 21            uDemonstrate Lab: What makes something sink or float?, 40-41            uInvestigate Lab: How can you change objects?, 49            uInvestigate Lab: How does heating and cooling change matter?, 55            STEM uDemonstrate Lab: How can you make something new?, 74-75</p> <p><b>TE Only:</b>            Focus on Mastery!, Planning and Carrying Out Investigations, 7            Focus on Mastery!, Planning Investigations, 35</p>

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<p>2. Analyze data from tests of an object or tool to determine if it works as intended (Analyzing and Interpreting Data) (Entrepreneurial: Critical thinking/Problem solving)</p>	<p><b>SE/TE:</b>            Quest Check-In: Build with Solids, Liquids, and Gases, 11            STEM uInvestigate Lab: What can beavers teach engineers?, 15            Quest Check-In: Observe, Measure, Test, 19            uInvestigate Lab: Which package fits the blocks?, 21            Quest Findings: Toy Building Kit, 34            uDemonstrate Lab: What makes something sink or float?, 40-41            STEM uConnect Lab: How can you use all of the materials?, 46            STEM uInvestigate Lab: What can you build?, 61            STEM Quest Check-In: What materials make a bridge strong?, 64            uEngineer It! Improve STEM: Improve a Sipping Cup!, 66-67            Quest Findings: Building Bridges, 68            STEM uDemonstrate Lab: How can you make something new?, 74-75</p>
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<p>5. Connections to Nature of Science: Science Models, Laws, Mechanisms and Theories Explain Natural Phenomena: Science searches for cause - and - effect relationships to explain natural events.</p>	<p><b>SE/TE:</b>            Literacy Connection: Cause and Effect, 5            Literacy Toolbox: Cause and Effect, 10            Test Properties, 18            Uses of Solids, 22            Shapes of Liquids and Gases, 28            uInvestigate Lab: How can you change objects?, 49            You Can Change Matter, 51            Matter Changes in Many Ways, 52            Interactivity: Time for a Change, 52            uInvestigate Lab: How does heating and cooling change matter?, 55</p>
<p><i>Elaboration on the GLE:</i></p>	
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<p>2. PS1:A Structure and Properties of Matter: Different kinds of matter exist (e.g., wood, metal, water), and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties (e.g., visual, aural, textural), by its uses and by whether it occurs naturally or is manufactured. Different properties are suited to different purposes. A great variety of objects can be built up from a small set of pieces (e.g., blocks, construction sets). Objects or samples of a substance can be weighed, and their size can be described and measured.</p>	<p><b>SE/TE:</b>            Quest Kickoff: Toy Building Kit, 2-3            Jumpstart Discovery!, 6            uInvestigate Lab: What is different?, 7            Matter Everywhere, 8            Types of Matter, 9            Describe Matter, 10            Quest Check-In: Build with Solids, Liquids, and Gases, 11            STEM uInvestigate Lab: What can beavers teach engineers?, 15            Measure Properties, 16            Observe Properties, 17            Quest Check-In: Observe, Measure, Test, 19            Uses of Solids, 22            Everyday Solids, 23            STEM Quest Check-In Lab: How do you use shapes when building?, 24-25            Shapes of Liquids and Gases, 28            States of Matter, 29            Quest Check-In: Liquid and Gas Toys, 32            Everyday Uses of Liquids and Gases, 31            Assessment, 36-37            Evidence-Based Assessment, 38-39            Quest Kickoff: Building Bridges, 44-45            Matter Can Change, 50            uInvestigate Lab: How does heating and cooling change matter?, 55            Temperature, 56            Heating and Cooling, 57            Quest Check-In: How does temperature change matter over time?, 59            STEM uInvestigate Lab: What can you build?, 61            Objects Can Be Assembled from Other Objects, 62-63            STEM Quest Check-In Lab: What materials make a bridge strong?, 64            STEM uDemonstrate Lab: How can you make something new?, 74-75</p>

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<p>3. PS1:B Chemical Reactions: Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible (e.g., melting and freezing), and sometimes they are not (e.g., baking a cake, burning fuel).</p>	<p><b>SE/TE:</b>            Jumpstart Discovery!, 54            uInvestigate Lab: How does heating and cooling change matter?, 55            Temperature, 56            Heating and Cooling, 57            Quest Connection, 57            Reversible or Not, 58            Quest Check-In: How does temperature change matter over time?, 59            Assessment, 70-71            Evidence-Based Assessment, 72-73</p>
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<p>2. Cause and Effect: Events have causes that generate observable patterns. Simple tests can be designed to gather evidence to support or refute student ideas about causes.</p>	<p><b>SE/TE:</b>            Literacy Connection: Cause and Effect, 5            Reading Check: Cause and Effect, 9            Literacy Toolbox: Cause and Effect, 10            STEM ulnvestigate Lab: What can beavers teach engineers?, 15            Reading Check: Cause and Effect, 18            Reading Check: Cause and Effect, 22            ulnvestigate lab: How can you make a bigger bubble?, 27            Shapes of Liquids and Gases, 28            uDemonstrate Lab: What makes something sink or float?, 40-41            ulnvestigate Lab: How can you change objects?, 49            You Can Change Matter, 51            Matter Changes in Many Ways, 52            Interactivity: Time for a Change, 52            ulnvestigate Lab: How does heating and cooling change matter?, 55            Heating and Cooling, 57            Quest Check-I(n: How does temperature change matter over time?, 59</p>
<p>3. Energy and Matter: Objects may break into smaller pieces and be put together into larger pieces or may change shapes.</p>	<p><b>SE/TE:</b>            STEM Quest Check-In Lab: How do you use shapes when building?, 24-25            Shapes of Liquids and Gases, 28            Matter Can Change, 50            STEM ulnvestigate Lab: What can you build?, 61            Objects Can Be Assembled from Other Objects, 62-63            Quest Connection, 63            STEM Quest Check-In Lab: What materials make a bridge strong?, 64            STEM uDemonstrate Lab: How can you make something new?, 74-75</p>

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<p>4. Connections to Engineering, Technology and Applications of Science: Influence of Science, Engineering and Technology on Society&amp; the Natural World. Every human-made product is designed.</p>	<p><b>SE/TE:</b>            Quest Check-In: Build with Solids, Liquids, and Gases, 11            uEngineer It! Model STEM: Design a Nutcracker, 12-13            STEM uInvestigate Lab: What can beavers teach engineers?, 15            Uses of Solids, 22            Interactivity: The Most Useful Tool for a Job, 23            STEM Quest Check-In Lab: How do you use shapes when building?, 24-25            Quest Connection, 28            Crosscutting Concepts Toolbox: Constructing Explanations, 29            Quest Check-In: Liquid and Gas Toys, 32            Quest Findings: Toy Building Kit, 34            Career Connection: Toy Engineer, 35            Quest Kickoff: Building Bridges, 44-45            STEM uConnect Lab: How can you use all of the materials?, 46            Quest Connection, 50            Quest Check-In: How does temperature change matter over time?, 59            STEM uInvestigate Lab: What can you build?, 61            STEM Quest Check-In Lab: What materials make a bridge strong?, 64            uEngineer It! Improve STEM: Improve a Sipping Cup!, 66-67            Quest Findings: Building Bridges, 68            Career Connection: Structural Engineer, 69            STEM uDemonstrate Lab: How can you make something new?, 74-75</p>
<p>2. Life Science</p>	
<p><b>Prepared Graduates:</b></p>	
<p>6. Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how living systems interact with the biotic and abiotic environment.</p>	

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<b>Grade Level Expectation:</b>	
1. Plants depend on water and light to grow and on animals for pollination or to move their seeds around.	
<b>Evidence Outcomes</b>	
<i>Students Can:</i>	
a. Plan and conduct an investigation to determine if plants need sunlight and water to grow. (2-LS2-1) (Boundary Statement: Limited to using one variable at a time.)	<b>SE/TE:</b> uInvestigate Lab: What do plants need to grow?, 163 uDemonstrate Lab: How does a plant make oxygen?, 188-189
b. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. (2-LS2-2)	<b>SE/TE:</b> uInvestigate Lab: How can you model how animals spread seeds?, 175 Seeds Can Travel, 176 Pollen Can Travel, 177 Quest Connection, 177 Quest Check-In Lab: What is pollination?, 178-179 uEngineer It! Design STEM: Here's the Buzz, 180-181
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<p>2. Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question (Planning and Carrying Out Investigations) (Civic/Interpersonal: Collaboration/Teamwork)</p>	<p><b>SE/TE:</b>            uInvestigate Lab: What is inside a seed or a bulb?, 155            uInvestigate Lab: What do plants need to grow?, 163            Quest Check-In Lab: How can you see the parts of a plant work?, 166-167            uInvestigate Lab: How can you model how animals spread seeds?, 175            Quest Check-In Lab: What is pollination?, 178-179            uDemonstrate Lab: How does a plant make oxygen?, 188-189</p>
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<i>Elaboration on the GLE:</i>	
<p>1. Students can answer the question: How do organisms interact with the living and nonliving environments to obtain matter and energy?</p>	<p><b>SE/TE:</b>  Plants and Animals, 156  Quest Connection, 156  uInvestigate Lab: What do plants need to grow?, 163  What Plants Need, 164  uInvestigate Lab: What do animals need?, 169  Animals Need Things to Grow, 170  Animals Need Space to Move, 171  Extreme Science: Snow Leopards, 173  Assessment, 184-185  uDemonstrate Lab: How does a plant make oxygen?, 188-189  uConnect Lab: What is out there?, 194  uInvestigate Lab: Who lives in a grassland?, 197  Habitats, 198  Quest Check-In Lab: Which habitat is best?, 200-201  uInvestigate Lab: What do land plants need?, 205  STEM uInvestigate Lab: How do plants survive in water?, 211  Quest Check-In: Why Some Animals Live in Water, 216  Assessment, 220-221  uDemonstrate Lab: How can you compare diversity in two habitats?, 224-225</p>



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<p>2. LS2:A Interdependent Relationships in Ecosystems: Animals depend on their surroundings to get what they need, including food, water, shelter and a favorable temperature. Animals depend on plants or other animals for food. They use their senses to find food and water, and they use their body parts to gather, catch, eat and chew the food. Plants depend on air, water, minerals (in the soil) and light to grow. Animals can move around, but plants cannot, and they often depend on animals for pollination or to move their seeds around. Different plants survive better in different settings because they have varied needs for water, minerals and sunlight.</p>	<p><b>SE/TE:</b>  uConnect Lab: How are plants and animals alike and different?, 152  Plants and Animals, 156  uInvestigate Lab: What do plants need to grow?, 163  What Plants Need, 164  uInvestigate Lab: What do animals need?, 169  Animals Need Things to Grow, 170  Animals Need Space to Move, 171  uInvestigate Lab: How can you model how animals spread seeds?, 175  Pollen Can Travel, 177  Quest Connection, 177  Quest Check-In Lab: What is pollination?, 178-179  Assessment, 184-185  Evidence-Based Assessment, 186-187  uDemonstrate Lab: How does a plant make oxygen?, 188-189  uInvestigate Lab: Who lives in a grassland?, 197  Living Things and Their Habitats, 199  Quest Check-In Lab: Which habitat is best?, 200-201  uInvestigate Lab: What do land plants need?, 205  STEM uInvestigate Lab: How do plants survive in water?, 211  Assessment, 220-221</p>

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<b>Prepared Graduates:</b>	
8. Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how natural selection drives biological evolution accounting for the unity and diversity of organisms.	

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<b>Grade Level Expectation:</b>	
2. A range of different organisms lives in different places.	
<b>Evidence Outcomes</b>	
<i>Students Can:</i>	
<p>a. Make observations of plants and animals to compare the diversity of life in different habitats. (2-LS4-1) (Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.)</p>	<p><b>SE/TE:</b>  uConnect Lab: What is out there? 194  Tide Pools, 195  Jumpstart Discovery!, 196  uInvestigate Lab: Who lives in a grassland?, 197  Habitats, 198  Living Things and Their Habitats, 199  Interactivity: Your Home Is Your Habitat, 199  Jumpstart Discovery!, 204  Forests, 206  Deserts, 206  Tundra, 206  Science Practice Toolbox: Plan an Investigation, 207  Grasslands, 208  Interactivity: Compare Land Habitats, 208  Quest Check-In: Habitat Diversity, 209  The Ocean, 212  Connecting Concepts Toolbox: Structure and Function, 213  Rivers and Streams, 214  Wetlands, 215  Quest Check-In: Why Some Animals Live in Water, 216  Assessment, 220-221  Evidence-Based Assessment, 222-223  uDemonstrate Lab: How can you compare diversity in two habitats?, 224-225</p>

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<b>Academic Context and Connections</b>	
<i>Colorado Essential Skills and Science and Engineering Practices:</i>	
<p>1. Make observations to collect data that can be used to make comparisons. (Planning and Carrying Out Investigations) (Entrepreneurial: Creativity and Innovation)</p>	<p><b>SE/TE:</b> Plants and Animals, 156 Reading Check: Compare and Contrast, 156 uInvestigate Lab: What do plants need to grow?, 163 Quest Check-In Lab: How can you see the parts of a plant work?, 166-167 uConnect Lab: What is out there?, 194 Habitats, 198 Compare and Contrast, 198 Quest Check-In Lab: Which habitat is best?, 200-201 Forests, 206 Deserts, 206-207 Tundra, 206-207 Interactivity: Compare Land Habitats, 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>2. Connections to Nature of Science: Science Knowledge is Based on Empirical Evidence</p>	<p><b>SE/TE:</b> uConnect Lab: What is out there? 194 Quest Check-In Lab: Which habitat is best?, 200-201 uInvestigate Lab: What do land plants need?, 205 STEM uInvestigate Lab: How do plants survive in water?, 211</p>

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<i>Elaboration on the GLE:</i>	
1. Students can answer the question: What evidence shows that different species are related?	<b>SE/TE:</b> uInvestigate Lab: What is inside a seed or a bulb?, 155 Animal Life Cycles, 160 uInvestigate Lab: What do plants need to grow?, 163 Plant Parts, 165 uInvestigate Lab: What do land plants need?, 205 STEM uInvestigate Lab: How do plants survive in water?, 211 Quest Check-In: Why Some Animals Live in Water, 216
2. LS4:D Biodiversity and Humans: There are many different kinds of living things in any area, and they exist in different places on land and in water.	<b>SE/TE:</b> uConnect Lab: What is out there?, 194 Tide Pools, 195 uInvestigate Lab: Who lives in a grassland?, 197-198 Living Things and Their Habitats, 199 Quest Check-In Lab: Which habitat is best?, 200-201 Forests, 206 Deserts, 206-207 Tundra,, 206-207 Grasslands, 208 Quest Connection, 208 Quest Check-In: Habitat Diversity, 209 STEM uInvestigate Lab: How do plants survive in water?, 211 The Ocean, 212-213 Rivers and Streams, 214 Wetlands, 215 Quest Check-In: Why Some Animals Live in Water, 216 Assessment, 220-221 Evidence-Based Assessment, 222-223 uDemonstrate Lab: How can you compare diversity in two habitats?, 224-225
3. Earth and Space Science	
<b>Prepared Graduates:</b>	
9. Students can use the full range of science and engineering practices to make sense of natural	

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phenomena and solve problems that require understanding the universe and Earth's place in it.	
<b>Grade Level Expectation:</b>	
1. Some events on Earth occur quickly; others can occur very slowly.	
<b>Evidence Outcomes</b>	
<i>Students Can:</i>	
<p>a. Use information from several sources to provide evidence that Earth events can occur quickly or slowly. (2-ESS1-1) Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly, and erosion of rocks, which occurs slowly.)</p>	<p><b>SE/TE:</b> Jumpstart Discovery!, 118 uInvestigate Lab: How do volcanoes change Earth?, 119 Volcanoes, 120 Earthquakes, 121 Interactivity, 122 Floods and Landslides, 122 Jumpstart Discovery!, 124 uInvestigate Lab: How do mountains change?, 125 Earth Movement and Mountains, 126 Interactivity: Changing Land, 126 Erosion and Deposition, 127 STEM Quest Check-In Lab: How does the ocean affect a coastal town?, 128 Solve it with Science: What if slow changes on Earth stopped?, 129 Assessment, 142-143 Evidence-Based Assessment, 144-145</p>

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<b>Academic Context and Connections</b>	
<i>Colorado Essential Skills and Science and Engineering Practices:</i>	
<p>1. Make observations from several sources to construct an evidence-based account for natural phenomena. (Constructing Explanations and Designing Solutions) (Entrepreneurial: Critical thinking/Problem solving)</p>	<p><b>SE/TE:</b> STEM uConnect Lab: Which solution is better?, 116 uInvestigate Lab: How do volcanoes change Earth?, 119 Volcanoes, 120 Earthquakes, 121 Floods and Landslides, 122 Quest Check-In: Prevent Floods, 123 uInvestigate Lab: How do mountains change?, 125 Earth Movement and Mountains, 126 Use Evidence, 126 Erosion and Deposition, 127 Quest Connection, 127 STEM Quest Check-In Lab: How does the ocean affect a coastal town?, 128 Solve it with Science: What if slow changes on Earth stopped?, 129 STEM uInvestigate Lab: How do plants protect fields from wind?, 131 STEM Quest Check-In Lab: How can you protect a coastal town from erosion?, 136-137 uEngineer It! Improve STEM: Stop Wind Erosion, 138-139 Interactivity: Engineering Activity, 138 STEM uDemonstrate Lab: How can you compare different solutions?, 146-147</p> <p><b>TE Only:</b> Focus on Mastery!, Using Evidence, ` 127 Focus on Mastery!, Constructing Explanations, 131</p>
<i>Elaboration on the GLE:</i>	
<p>1. Students can answer the question: How do people reconstruct and date events in the Earth's planetary history?</p>	<p><b>SE/TE:</b> Volcanoes, 120 Literacy Toolbox: Sequence, 120 Earthquakes, 121 Reading Check: Sequence, 121 Earth Movement and Mountains, 126 Use Evidence, 126</p>

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<p>2. ESS1:C The History of Planet Earth: Some events on Earth occur in cycles, like day and night, and others have a beginning and an end, like a volcanic eruption. Some events, like an earthquake, happen very quickly; others, such as the formation of the Grand Canyon, occur very slowly over a time period much longer than one can observe.</p>	<p><b>SE/TE:</b>  <ul style="list-style-type: none"> <li>uInvestigate Lab: How do volcanoes change Earth?, 119</li> <li>Volcanoes, 120</li> <li>Earthquakes, 121</li> <li>Interactivity, 122</li> <li>uInvestigate Lab: How do mountains change?, 125</li> <li>Earth Movement and Mountains, 126</li> <li>Interactivity: Changing Land, 126</li> <li>Erosion and Deposition, 127</li> <li>Crosscutting Concepts Toolbox: Stability and Change, 127</li> <li>Assessment, 142-143</li> <li>Evidence-Based Assessment, 144-145</li> </ul> </p>
<i>Cross Cutting Concepts:</i>	
<p>1. Stability and Change: Things may change rapidly or slowly.</p>	<p><b>SE/TE:</b>  <ul style="list-style-type: none"> <li>Jumpstart Discovery!, 118</li> <li>uInvestigate Lab: How do volcanoes change Earth?, 119</li> <li>Volcanoes, 120</li> <li>Earthquakes, 121</li> <li>Interactivity, 122</li> <li>Floods and Landslides, 122</li> <li>uInvestigate Lab: How do mountains change?, 125</li> <li>Earth Movement and Mountains, 126</li> <li>Interactivity: Changing Land, 126</li> <li>Erosion and Deposition, 127</li> <li>STEM Quest Check-In Lab: How does the ocean affect a coastal town?, 128</li> <li>Solve it with Science: What if slow changes on Earth stopped?, 129</li> <li>Assessment, 142-143</li> <li>Evidence-Based Assessment, 144-145</li> </ul> </p>
<b>Prepared Graduates:</b>	
<p>10. Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how and why Earth is constantly changing.</p>	



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<b>Grade Level Expectation:</b>	
2. Wind and water can change the shape of the land; models can show the shape and these changes to the land.	
<b>Evidence Outcomes</b>	
<i>Students Can:</i>	
a. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. (2-ESS2-1) (Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.)	<b>SE/TE:</b> STEM uConnect Lab: Which solution is better?, 116 Quest Check-In: Prevent Floods, 123 STEM uInvestigate Lab: How do plants protect fields from wind?, 131 Stop Wind and Water, 134-135 STEM Quest Check-In Lab: How can you protect a coastal town from erosion?, 136-137 uEngineer It! Improve STEM: Stop Wind Erosion, 138-139 Interactivity: Engineering Activity, 138 Quest Findings STEM: Save the Town, 140 STEM uDemonstrate Lab: How can you compare different solutions?, 146-147
b. Develop a model to represent the shapes and kinds of land and bodies of water in an area. (2-ESS2-2) (Boundary Statement: Does not include quantitative scaling in models.)	<b>SE/TE:</b> Quest Kickoff: Map Your Hike!, 78-79 uInvestigate Lab: How can you make a map of a special place?, 83 Quest Check-In Lab: How can you model landforms?, 88-89 uInvestigate Lab: Where is the best place to cross the water?, 91 Quest Findings: Map Your Hike!, 104
c. Obtain information to identify where water is found on Earth and that it can be solid or liquid. (ESS2-3)	<b>SE/TE:</b> Jumpstart Discovery!, 90 The Ocean, 92 Rivers and Streams, 92 Interactivity: Water, Water Everywhere, 92 Glaciers, 93 Lakes and Ponds, 94 Quest Check-In: Describe Earth's Water, 95 Assessment, 106-107

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<b>Academic Context and Connections</b>	
<i>Colorado Essential Skills and Science and Engineering Practices:</i>	
<p>1. Compare multiple solutions to a problem. (Constructing Explanations and Designing Solutions) (Entrepreneurial: Inquiry/Analysis)</p>	<p><b>SE/TE:</b> STEM uConnect Lab: Which solution is better?, 116 Quest Check-In: Prevent Floods, 123 STEM ulnvestigate Lab: How do plants protect fields from wind?, 131 Stop Wind and Water, 134-135 STEM Quest Check-In Lab: How can you protect a coastal town from erosion?, 136-137 uEngineer It! Improve STEM: Stop Wind Erosion, 138-139 Interactivity: Engineering Activity, 138 Quest Findings STEM: Save the Town, 140 STEM uDemonstrate Lab: How can you compare different solutions?, 146-147</p> <p><b>TE Only:</b> Focus on Mastery!, Designing a Solution, 123 Focus on Mastery!, Designing Solutions, 135 Focus on Mastery!, Designing Solutions, 136 Focus on Mastery! Evaluating Solutions, 137</p>
<p>2. Develop a model to represent patterns in the natural world. (Developing and Using Models) (Personal: Initiative/Self-direction)</p>	<p><b>SE/TE:</b> Quest Kickoff: Map Your Hike!, 78-79 ulnvestigate Lab: How can you make a map of a special place?, 83 Quest Check-In Lab: How can you model landforms?, 88-89 ulnvestigate Lab: Where is the best place to cross the water?, 91 ulnvestigate Lab: Why do map makers use different maps?, 99 uDemonstrate Lab: What can we find at the playground or park?, 110-111</p>

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<p>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 a scientific question. (Obtaining, Evaluating, and Communicating Information) (Civic/Interpersonal: Communication)</p>	<p><b>SE/TE:</b>            Quest Kickoff: Map Your Hike!, 78-79            uConnect Lab: What covers most of the surface of Earth?, 80            Literacy Connection: Picture Clues, 81            Jumpstart Discovery!, 82            Quest Connection 84            Interactivity: What is that landform?, 84            Literacy Toolbox: Picture Clues, 86            Landforms on the Ocean Floor, 87            uInvestigate Lab: Where is the best place to cross the water?, 91            Interactivity: Water, Water Everywhere, 92            Quest Check-In: Describe Earth’s Water, 95            Understand a Map, 100            Assessment, 107            Visual Literacy, 134</p>
<i>Elaboration on the GLE:</i>	
<p>1. Students can answer the question: How and why is Earth constantly changing?</p>	<p><b>SE/TE:</b>            uInvestigate Lab: How do volcanoes change Earth?, 119            Volcanoes, 120            Literacy Toolbox: Sequence, 120            Earthquakes, 121            Floods and Landslides, 122            Interactivity, 122            uInvestigate Lab: How do mountains change?, 125            Earth Movement and Mountains, 1267            Interactivity: Changing Land, 126            Erosion and Deposition, 127            Crosscutting Concepts Toolbox: Stability and Change, 127            Quest Connection, 127            STEM Quest Check-In Lab: How does the ocean affect a coastal town?, 128</p>

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<p>2. ESS2:A Earth Materials and Systems: Wind and water can change the shape of the land. The resulting landforms, together with the materials on the land, provide homes for living things.</p>	<p><b>SE/TE:</b>            Quest Kickoff: STEM Save the Town!, 114-115            Jumpstart Discovery!, 124            uInvestigate Lab: How do mountains change?, 125            Erosion and Deposition, 127            Quest Connection, 127            STEM Quest Check-In Lab: How does the ocean affect a coastal town?, 128            Solve it with Science: What if slow changes on Earth stopped?, 129            Changes to Water, 133            Career Connection: Environmental Engineer, 141            STEM uInvestigate Lab: How do plants survive in water?, 211            Rivers and Streams, 214            Quest Findings: Protect a Habitat, 218            Career Connection: Ecologist, 219</p>
<p>3. ESS2:B Plate Tectonics and Large-Scale System Interactions: Rocks, soils, and sand are present in most areas where plants and animals live. There may also be rivers, streams, lakes and ponds. Maps show where things are located. One can map the shapes and kinds of land and water in any area.</p>	<p><b>SE/TE:</b>            Quest Kickoff: Map Your Hike!, 78-79            uInvestigate Lab: How can you make a map of a special place?, 83            The Surface of Earth, 84            Quest Check-In Lab: How can you model landforms?, 88-89            uInvestigate Lab: Where is the best place to cross the water?, 91            Rivers and Streams, 92            Lakes and Ponds, 94            Quest Check-In: Describe Earth's Water, 95            uInvestigate Lab: Why do map makers use different maps?, 99            Understand a Map, 100-101            Quest Findings: Map Your Hike!, 104            Career Connection: Map Maker, 105            Habitats, 198</p>

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<p>4. ESS2:C The Roles of Water in Earth's Surface Processes: Water is found in the ocean, rivers, lakes and ponds. Water exists as solid ice and in liquid form. It carries soil and rocks from one place to another and determines the variety of life forms that can live in a particular location.</p>	<p><b>SE/TE:</b>            Jumpstart Discovery!, 90            The Ocean, 92            Rivers and Streams, 92            Interactivity: Water, Water Everywhere, 92            Glaciers, 93            Lakes and Ponds, 94            Quest Check-In: Describe Earth's Water, 95            Assessment, 106-107            Erosion and Deposition, 127            Quest Connection, 127            STEM Quest Check-In Lab: How does the ocean affect a coastal town?, 128            Changes to Water, 133            Quest Connection, 133            The Ocean, 212-213            Rivers and Streams, 214            Quest Check-In: Why Some Animals Live in Water, 216</p>
<i>Cross Cutting Concepts:</i>	
<p>1. Patterns: Patterns in the natural world can be observed.</p>	<p><b>SE/TE:</b>            Quest Kickoff: Map Your Hike!, 78-79            uConnect Lab: What covers most of the surface of Earth?, 80            The Surface of Earth, 84            Hills and Plains, 85            Plateaus and Canyons, 86            Landforms on the Ocean Floor, 87            Quest Check-In Lab: How can you model landforms?, 88-89            uInvestigate Lab: Where is the best place to cross the water?, 91            The Ocean, 92            Lakes and Ponds, 94            Quest Check-In: Describe Earth's Water, 95            uInvestigate Lab: Why do map makers use different maps?, 99            Evidence-Based Assessment, 108-109            uDemonstrate Lab: What can we find at the playground or park?, 110-111</p>

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<p>2. Stability and Change: Things may change slowly or rapidly.</p>	<p><b>SE/TE:</b>            uInvestigate Lab: How do volcanoes change Earth?, 119            Volcanoes, 120            Earthquakes, 121            Floods and Landslides, 122            Interactivity, 122            Quest Connection, 122            uInvestigate Lab: How do mountains change?, 125            Earth Movement and Mountains, 126            Interactivity: Changing Land, 126            Erosion and Deposition, 127            Crosscutting Concepts Toolbox: Stability and Change, 127            Assessment, 142-143</p>
<p>3. Influence of Science, Engineering and Technology on Society and the Natural World: Developing and using technology has impacts on the natural world.</p>	<p><b>SE/TE:</b>            uEngineer It! Improve STEM: Improve a Dam! 96-97            Changes to Land, 132            Interactivity: How do people change Earth?, 132            Changes to Water, 133            Stop Wind and Water, 134-135            uEngineer It! Improve STEM: Stop Wind Erosion, 138-139            Assessment, 142-143</p>

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<p>4. Connections to Nature of Science: Science Addresses Questions About the Natural and Material World. Scientists study the natural and material world.</p>	<p><b>SE/TE:</b>  uConnect Lab: What covers most of the surface of Earth?, 80  Quest Check-In Lab: How can you model landforms?, 88-89  uInvestigate Lab: Where is the best place to cross the water?, 91  Quest Check-In: Describe Earth’s Water, 95  Career Connection: Map Maker, 105  uDemonstrate Lab: What can we find at the playground or park?, 110-111  Quest Kickoff: STEM Save the Town!, 114-115  STEM 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  STEM uInvestigate Lab: How do plants protect fields from wind?, 131  STEM Quest Check-In Lab: How can you protect a coastal town from erosion?, 136-137  Career Connection: Environmental Engineer. 141  STEM uDemonstrate Lab: How can you compare different solutions?, 146-147</p>