

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



**To the
Wisconsin Standards for Science
Grade 2**

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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.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.	
SCI.LS2.A Interdependent Relationships in Ecosystems	
SCI.LS2.A.2 Plants depend on water and light to grow. Plants depend on animals for pollination or to move their seeds around.	<p>SE/TE: Quest Connection, 165 Quest Connection, 170 uInvestigate Lab: How c\Can You Model How Animals Spread Seeds?, 175 Quest Connection, 177 Quest Check-In Lab: What is pollination?, 178-179 Evidence-Based Assessment, 186-187</p> <p>Realize™ Digital Resources: Plants and Animals >Lesson 4, Animals Can Help Plants Reproduce>Video: Animals Can Help Plants Reproduce;>Interactivity: How Seeds and Pollen Are Dispersed >Topic Close>Interactivity: Quest Findings: Help Save the Giant Flower</p>
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 work?, 166-167 uDemonstrate Lab: How does a plant make oxygen?, 188-189</p>

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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: 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>uEngineer It! Video: Here's the Buzz</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	
SCI.LS4.B Natural Selection	
SCI.LS4.C Adaptation	
SCI.LS4.D Biodiversity and Humans	
SCI.LS4.D.2 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: Compare and Contrast, 198 Quest Connection, 199 Quest Check-In: Which habitat is best?, 200-201 uInvestigate Lab: What do land plants need?, 205 Quest Check-In: Habitat Diversity, 209 uInvestigate Lab: How do plants survive in water?, 211 Wetlands: Compare and Contrast, 215 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>Video: Quest Kickoff: Protect a Habitat >Lesson 1, Identify Habitats>Interactivity: Your Home Is Your Habitat</p>

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Continued:	Continued: Realize™ Digital Resources Continued: Habitats >Lesson 2, Living Things in Land Habitats>Video: Living Things in Land Habitats;>Interactivity: Compare Land Habitats >Topic Close>Interactivity: Quest Findings: Protect a Habitat
2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.	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 Quest Check-In: Which habitat is best?, 200-201 uInvestigate Lab: What do land plants need?, 205 Quest Check-In: Habitat Diversity, 209 Wetlands: Compare and Contrast, 215 Quest Check-In: Why Some Animals Live in Water, 216 uDemonstrate Lab: How can you compare diversity in two habitats?, 224-225 Realize™ Digital Resources: Habitats >Lesson 3, Living Things in Water Habitats>Interactivity: Explore Water Habitats

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SCI.PS Physical Science	
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	
SCI.PS1.A.2 Matter exists as different substances that have different observable properties. Different properties are suited to different purposes. Objects can be built up from smaller parts.	SE/TE: Jumpstart Discovery!, 6 uInvestigate Lab: What is different?, 7 Quest Check-In: Build with Solids, Liquids, and Gases, 11 Jumpstart Discovery!, 14 uInvestigate Lab: What can beavers teach engineers?, 15 Measure Properties, 16 Test Properties, 18 Quest Check-In: Observe, Measure, Test?, 19 uInvestigate Lab: Which package fits the blocks?, 21 Uses Solids: Reading Check: Cause and Effect, 22 Everyday Solids: Identify, 23 Quest Connection, 23 Quest Check-In: How do you use shapes when building?, 24-25 Quest Connection, 28 Shapes of Liquids and Gases, 28 Crosscutting Concepts Toolbox: Constructing Explanations, 29 Measure Liquids, 30 Quest Check-In: Liquid and Gas Toys, 32 Topic Assessment, 36-37 Evidence-Based Assessment, 38-39 Quest Connection, 50 Jumpstart Discovery!, 54 Quest Connection, 57 Quest Check-In: How does temperature change matter over time?, 59

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Continued:	Continued: Realize™ Digital Resources: Properties of Matter >Topic Launch>Video: Quest Kickoff: Toy Building Kit >Lesson 1, Describe Matter>Video: Describe Matter;>Interactivity: Explore Solids, Liquids, and Gases >Lesson 3, Use Solids>Video: Use Solids;>Interactivity: The Most Useful Tool for a Job >Lesson 4, Use Liquids and Gases>Video: Use Liquids and Solids >Topic Close>Interactivity: Quest Findings: Building Bridges
SCI.PS1.B Chemical Reactions	
SCI.PS1.B.2 Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not.	SE/TE: Jumpstart Discovery!, 48 uInvestigate Lab: How can you change objects?, 49 Quest Check-In: Matter Can Change, 53 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 Topic Assessment, 70-71 Evidence-Based Assessment, 72-73 Realize™ Digital Resources: Changing Matter >Lesson 1, Observe Changes in Matter>Video: Matter Can Change;>Interactivity: Time for a Change >Lesson 2, Temperature and Matter>Video: Temperature Matters;>Interactivity: Turn Up the Heat and Chill Out

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SCI.PS1.C Nuclear Processes	
2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	<p>SE/TE: uConnect Lab: Which object is bigger?, 4 uInvestigate Lab: What is different?, 7 Quest Check-In: Build with Solids, Liquids, and Gases, 11 Measure Properties, 16 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</p> <p>Realize™ Digital Resources: Properties of Matter >Lesson 2, Properties of Matter>Interactivity: Observe Properties of Matter</p>
2-PS1-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.	<p>SE/TE: Quest Check-In: Build with Solids, Liquids, and Gases, 11 uInvestigate Lab: What can beavers teach engineers?, 15 Quest Connection, 23 Quest Check-In: How do you use shapes when building?, 24-25 Quest Check-In: Liquid and Gas Toys, 32 Quest Connection, 50 Quest Connection, 57 Quest Check-In: How does temperature change matter over time?, 59</p> <p>Realize™ Digital Resources: Properties of Matter >Topic Close>Interactivity: Quest Findings: Toy Building Kit Changing Matter >Topic Close>Interactivity: Quest Findings: Building Bridges</p>

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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.	<p>SE/TE: uInvestigate Lab: What is different?, 7 uInvestigate Lab: Which package fits the blocks?, 21 Quest Check-In: How do you use shapes when building?, 24-25 uConnect Lab: How can you use all of the materials?, 46 uInvestigate Lab: How can you change objects?, 49 STEM Quest Check-In Lab: What materials make a bridge strong?, 64 uDemonstrate Lab: How can you make something new?, 74-75</p>
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 can you change objects?, 49 uInvestigate Lab: How does heating and cooling change matter?, 55 Quest Connection, 57 Reversible or Not, 58 Quest Check-In: How does temperature change matter over time?, 59 Evidence-Based Assessment, 72-73</p> <p>TE Only: You Can Change Matter: Teach with Visuals, 51</p> <p>Realize™ Digital Resources: Changing Matter >Lesson 1, Observe Changes in Matter>Interactivity: Time for a Change</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.B Earth and the Solar System	
SCI.ESS1.C The History of Planet Earth	
SCI.ESS1.C.2 Some events on Earth occur very quickly; others can occur very slowly.	<p>SE/TE: uInvestigate Lab: How do volcanoes change Earth?, 119 uInvestigate Lab: How do mountains change?, 125</p> <p>Realize™ Digital Resources: Earth's Processes >Lesson 1, Earth Changes Quickly>Video: Earth Changes Quickly >Lesson 2, Earth Changes Slowly>Video: Earth Changes Slowly</p>
2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.	<p>SE/TE: uInvestigate Lab: How do volcanoes change Earth?, 119 Quest Connection, 122 Floods and Landslides: Identify, 122 uInvestigate Lab: How do mountains change?, 125 STEM Quest Check-In Lab: How does the ocean affect a coastal town?, 128 Topic Assessment, 142-143 Evidence Based-Assessment, 144-145</p> <p>Realize™ Digital Resources: Earth's Processes >Lesson 1, Earth Changes Quickly>Video: Earth Changes Quickly;>Interactivity: Quick Changes on Earth >Lesson 2, Earth Changes Slowly>Video: Earth Changes Slowly</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	
SCI.ESS2.A.2 Wind and water change the shape of the land.	<p>SE/TE: uInvestigate Lab: How do mountains change?, 125 Quest Connection, 127 Crosscutting Concepts Toolbox: Stability and Change, 127 STEM Quest Check-In Lab: How does the ocean affect a coastal town?, 128 Solve it With Science: What if slow changes to Earth stopped?, 129 Topic Assessment, 142-143 uDemonstrate Lab: How can you compare different solutions?, 146-147</p> <p>Realize™ Digital Resources: Earth's Processes >Topic Launch>Video: Quest Kickoff: Save the Town >Topic Close>Interactivity: Quest Findings: Save the Town!</p>

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SCI.ESS2.B Plate Tectonics and Large-Scale System Interactions	
SCI.ESS2.B.2 Maps show where things are located. One can map the shapes and kinds of land and water in any area.	<p>SE/TE:</p> <ul style="list-style-type: none"> uConnect Lab: What covers most of the surface of Earth?, 80 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 uInvestigate Lab: Why do map makers use different maps?, 99 Understand a Map: Visual Literacy, 100-101 Quest Connection, 101 Quest Check-In Lab: How far is it from here to there?, 102 Quest Findings: Map Your Hike!, 104 Topic Assessment, 106-107 Evidence Based-Assessment, 108-109 uDemonstrate Lab: What can we find at the playground or park?, 110-111 <p>Realize™ Digital Resources: Earth's Water and Land</p> <ul style="list-style-type: none"> >Topic Launch>Interactivity: Quest Kickoff: Map Your Hike >Lesson 3, Map Land and Water>Interactivity: Map and Go >Topic Close>Interactivity: Quest Findings: Map Your Hike!

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SCI.ESS2.C The Roles of Water in Earth's Surface Processes	
SCI.ESS2.C.2 Water is found in many types of places and in different forms on Earth.	<p>SE/TE: Reading Check, 93 Math Toolbox: Fractions, 94 Lakes and Ponds, 94 Quest Connection, 94 Quest Check-In: Describe Earth's Water, 95 Topic Assessment, 106-107 Rivers and Streams: Reading Check, 214 Evidence-Based Assessment, 223</p> <p>Realize™ Digital Resources: Earth's Water and Land >Lesson 2, Water on Earth>Video: Water on Earth;>Interactivity: Water, Water Everywhere</p>
SCI.ESS2.D Weather and Climate	
SCI.ESS2.E Biogeology	
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 plants protect fields from wind?, 131 Stop Wind and Water: Visual Literacy, 134-135 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>Interactivity: Quest Findings: Save the Town!</p>

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2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area.	<p>SE/TE: uInvestigate Lab: How can you make a map of a special place?, 83 Quest Check-In Lab: How far is it from here to there?, 102 Quest Findings: Map Your Hike!, 104 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>Interactivity: Quest Kickoff: Map Your Hike >Lesson 3, Map Land and Water>Interactivity: Map and Go</p>
2-ESS2-3 Obtain information to identify where water is found on Earth, and that it can be solid or liquid.	<p>SE/TE: Describe Matter, 10 States of Matter: Identify, 29 uConnect Lab: What covers most of the surface of Earth?, 80 Jumpstart Discovery!, 90 Glaciers: Identify, 93 Quest Connection, 94 Math Toolbox: Fractions, 94</p> <p>Realize™ Digital Resources: Earth's Water and Land >Lesson 2, Water on Earth>Video: Water on Earth;>Interactivity: Water, Water Everywhere</p>

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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: Crosscutting Concepts Toolbox: Patterns, 17 Quest Check-In Lab: How can you model landforms?, 88-89 uConnect Lab: Which solution is better?, 116 Quest Check-In: Prevent Floods, 123 Quest Check-In: How can you protect a coastal town from erosion?, 136-137
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: Quest Check-In Lab: How can you model landforms?, 88-89 uConnect Lab: Which solution is better?, 116 Quest Check-In: Prevent Floods, 123 Quest Check-In: How can you protect a coastal town from erosion?, 136-137
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: Quest Check-In: Observe, Measure, Test?, 19 Math Toolbox: Measuring Objects, 23 Quest Check-In Lab, 102
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.	
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: Supporting Content: Earthquakes, 121 Stop Wind and Water, 134-135 Career Connection: Environmental Engineer, 141

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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.	<p>SE/TE: Jumpstart Discovery!, 48 You Can Change Matter: Teach with Visuals, 51 Objects Can Be Assembled from Other Objects: Visual Literacy, 62-63 Topic Assessment, 70-71</p> <p>Realize™ Digital Resources: Changing Matter >Lesson 1, Observe Changes in Matter>Video: Matter Can Change;>Interactivity: Time for a Change >Lesson 3, Matter Within Objects>Interactivity: Choices Matter</p>
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: Quest Kickoff: Toy Building Kit, pp 2-3 Quest Check-In: How do you use shapes when building?, 24-25 Quest Findings, 34 uEngineer It!: Improve a Dam!, 96-97</p> <p>Realize™ Digital Resources: Earth's Water and Land >Lesson 2, Water on Earth>uEngineer It! Interactivity: Fix the Dam!</p>

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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>SE/TE: uConnect Lab: Which solution is better?, 116 uInvestigate Lab: How do volcanoes change Earth?, 119 uInvestigate Lab: How do mountains change?, 125</p> <p>Realize™ Digital Resources: Earth's Processes >Lesson 1, Earth Changes Quickly>Video: Earth Changes Quickly;>Interactivity: Quick Changes on Earth >Lesson 2, Earth Changes Slowly>Video: Earth Changes Slowly;>Interactivity: Changing Land</p>
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.	<p>SE/TE: uEngineer It!: Plan a Habitat on Mars, 202-203 uInvestigate Lab: What do land plants need?, 205 Science Practice Toolbox: Plan an Investigation, 207 uInvestigate Lab: How do plants survive in water?, 211 Science Practices: Questions, 226</p> <p>Realize™ Digital Resources: Habitats >Lesson 1, Identify Habitats>uEngineer It! Video: Environment on Mars</p>

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SCI.SEP1.A.K-2.2 Ask or identify questions that can be answered by an investigation.	<p>SE/TE: uInvestigate Lab: What is inside a seed or a bulb?, 155 uInvestigate Lab: What do land plants need?, 205 Science Practice Toolbox: Plan an Investigation, 207 uInvestigate Lab: How do plants survive in water?, 211 Science Practices: Questions, 226</p>
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 Nutcracker!, 12-13 uEngineer It!: Improve a Sipping Cup!, 66-67 uEngineer It!: Improve a Dam!, 96-97 uEngineer It!: Plan a Habitat on Mars, 202-203</p> <p>Realize™ Digital Resources: Changing Matter >Lesson 3, Matter Within Objects>uEngineer It! Interactivity: Chill Out Earth's Water and Land >Lesson 2, Water on Earth>uEngineer It! Interactivity: Fix the Dam! Habitats >Lesson 1, Identify Habitats>uEngineer It! Video: Environment on Mars</p>

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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 landforms?, 88-89 Understand a Map: Visual Literacy, 100-101 uInvestigate Lab: How do volcanoes change Earth?, 119 Explanations, EM6</p> <p>Realize™ Digital Resources: Earth's Water and Land >Lesson 3, Map Land and Water>Interactivity: Map and Go</p>
SCI.SEP2.A.K-2.2 Compare models to identify common features and differences.	<p>SE/TE: uEngineer It!: Design a Nutcracker, 13 uInvestigate Lab: What can beavers teach engineers?, 15 uInvestigate Lab: Why do map makers use different maps?, 99 uConnect Lab: Which solution is better?, 116 Quest Check-In Lab: Which habitat is best?, 200-201</p> <p>Realize™ Digital Resources: Properties of Matter >Lesson 1, Describe Matter>uEngineer It! Video: Design a Nutcracker</p>

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<p>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).</p>	<p>SE/TE: Quest Check-In Lab: How can you model landforms?, 88-89 Understand a Map: Visual Literacy, 100-101 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 erosion?, 136-137 uDemonstrate Lab: How can you compare different solutions?, 146-147 uInvestigate Lab: How Can You Model How Animals Spread Seeds?, 175 Quest Check-In Lab: Pollination, 178-179 uInvestigate Lab: How do plants survive in water?, 211</p>
<p>SCI.SEP2.A.K-2.4 Develop a simple model based on evidence to represent a proposed object or tool.</p>	<p>SE/TE: uEngineer It!: Design a Nutcracker, 12-13 uInvestigate Lab: What can beavers teach engineers?, 15 uEngineer It!: Improve a Dam!, 96-97 uConnect Lab: Which solution is better?, 116 Quest Check-In Lab: How can you protect a coastal town from erosion?, 136-137</p> <p>Realize™ Digital Resources: Properties of Matter >Lesson 1, Describe Matter>uEngineer It! Video: Design a Nutcracker Earth's Water and Land >Lesson 2, Water on Earth>uEngineer It! Interactivity: Fix the Dam!</p>

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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).	NA - For Kindergarten
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.	SE/TE: uInvestigate Lab: What can you build?, 61 uConnect Lab: How are plants and animals different?, 152 Quest Check-In Lab: How can you see the parts of a plant work?, 166-167 Science Practices: Teamwork, EM8
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.	SE/TE: uInvestigate Lab: How can you make a bigger bubble?, 27
SCI.SEP3.A.K-2.4 Make observations (firsthand or from media) and measurements to collect data that can be used to make comparisons.	SE/TE: uInvestigate Lab: What is different?, 7 uConnect Lab: How are plants and animals different?, 152 Quest Check-In Lab: Which habitat is best?, 200-201 uDemonstrate Lab: How can you compare diversity in two habitats?, 225

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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!: Improve a Sipping Cup, 66-67 uEngineer It!: Improve a Dam!, 96-97 Teamwork, EM8</p> <p>Realize™ Digital Resources: Changing Matter >Lesson 3, Matter Within Objects>uEngineer It! Interactivity: Chill Out</p>
SCI.ETS1.A.K-2.ii Asking questions, making observations, and gathering information are helpful in thinking about problems.	<p>SE/TE: uEngineer It!: Improve a Sipping Cup, 66-67 uEngineer It!: Improve a Dam!, 96-97 Define a Problem, EM10</p> <p>Realize™ Digital Resources: Changing Matter >Lesson 3, Matter Within Objects>uEngineer It! Interactivity: Chill Out</p>
SCI.ETS1.A.K-2.iii Before beginning to design a solution, it is important to clearly understand the problem.	<p>SE/TE: uInvestigate Lab: What can you build?, 61 uEngineer It!: Improve a Sipping Cup, 66-67 uDemonstrate Lab: How can you make something new?, 74-75 Quest Check-In: Prevent Floods, 123 Quest Check-In Lab: How can you protect a coastal town from erosion?, 136-137 uDemonstrate Lab: How can you compare different solutions?, 146-147 Define a Problem, EM10</p> <p>Realize™ Digital Resources: Changing Matter >Lesson 3, Matter Within Objects>uEngineer It! Interactivity: Chill Out</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: uEngineer It!: Improve a Sipping Cup, 66-67 uEngineer It!: Improve a Dam!, 96-97 Quest Check-In: Prevent Floods, 123 Design a Solution, EM11</p> <p>Realize™ Digital Resources: Changing Matter >Lesson 3, Matter Within Objects>uEngineer It! Interactivity: Chill Out</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: uConnect Lab: Which solution is better?, 116 Quest Check-In: Prevent Floods, 123 uEngineer It!: Stop Wind Erosion, 138-139 Design a Solution, EM11 Improve the Design, EM12-EM13</p> <p>Realize™ Digital Resources: Earth’s Processes >Lesson 3, People Can Change Earth>uEngineer It! Interactivity: Protect the House and Land</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>SE/TE: uEngineer It!: Improve a Sipping Cup, 66-67 uConnect Lab: Which solution is better?, 116 uEngineer It!: Stop Wind Erosion, 138-139 uEngineer It!: Plan a Habitat on Mars, 202-203 Define a Problem, EM10</p> <p>Realize™ Digital Resources: Changing Matter >Lesson 3, Matter Within Objects>uEngineer It! Interactivity: Chill Out Earth’s Processes >Lesson 3, People Can Change Earth>uEngineer It! Interactivity: Protect the House and Land Habitats >Lesson 1, Identify Habitats>uEngineer It! Video: Environment on Mars</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: uEngineer It!: Design a Nutcracker, 12-13 uInvestigate Lab: What can beavers teach engineers?, 15 Quest Check-In: How do you use shapes when building?, 24-25 Visual Literacy: Sequence, 62-63 uEngineer It!: Improve a Sipping Cup, 66-67 uDemonstrate Lab: How can you make something new?, 74-75 uEngineer It!: Improve a Dam!, 96-97 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 uInvestigate Lab: How Can You Model How Animals Spread Seeds?, 175 uEngineer It!: Here's the Buzz, 180-181 uEngineer It!: Plan a Habitat on Mars, 202-203 uInvestigate Lab: How do plants survive in water?, 211 Improve the Design, EM12-EM13</p> <p>Realize™ Digital Resources: Properties of Matter >Lesson 1, Describe Matter>uEngineer It! Video: Design a Nutcracker Changing Matter >Lesson 3, Matter Within Objects>uEngineer It! Interactivity: Chill Out Earth's Water and Land >Lesson 2, Water on Earth>uEngineer It! Interactivity: Fix the Dam! Habitats >Lesson 1, Identify Habitats>uEngineer It! Video: Environment on Mars</p>

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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>SE/TE: 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>Interactivity: Quest Findings: Save the Town</p>
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.	<p>SE/TE: Quest Check-In: Observe, Measure, Test?, 19 Math Toolbox: Measuring Objects, 23 STEM Math Connection, 33 Temperature, 56 STEM Math Connection, 103</p>
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: uInvestigate Lab: What can beavers teach engineers?, 15 uEngineer It!: Improve a Dam!, 96-97</p> <p>Realize™ Digital Resources: Earth's Water and Land >Lesson 2, Water on Earth>uEngineer It! Interactivity: Fix the Dam!</p>

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SCI.ETS2.B.K-2.ii Taking natural materials to make things impacts the environment.	<p>SE/TE: uInvestigate Lab: How do plants protect fields from wind?, 131 Stop Wind and Water: Visual Literacy, 134-135 Quest Check-In Lab: How can you protect a coastal town from erosion?, 136-137</p> <p>Realize™ Digital Resources: Earth's Processes >Topic Close>Interactivity: Quest Findings: Save the Town</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.	<p>SE/TE: Career Connection: Environmental Engineer, 141 Quest Connection, 214</p> <p>Realize™ Digital Resources: Habitats >Quest Kickoff: Video: Quest Kickoff: Protect a Habitat >Topic Close>Interactivity: Quest Findings: Protect a Habitat</p>
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: uInvestigate Lab: What can beavers teach engineers?, 15 uEngineer It!: Plan a Habitat on Mars, 202-203</p> <p>Realize™ Digital Resources: Habitats >Lesson 1, Identify Habitats>uEngineer It! Video: Environment on Mars</p>

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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.	SE/TE: Career Connection: Toy Engineer, 35 Career Connection: Structural Engineer, 69 Career Connection: Map Maker, 105 Career Connection: Environmental Engineer, 141 Career Connection: Botanist, 183 Career Connection: Ecologist, 219
SCI.ETS3.A.K-2.ii People have practiced science and engineering for a long time.	SE/TE: Career Connection: Toy Engineer, 35 Career Connection: Structural Engineer, 69 Career Connection: Map Maker, 105 Career Connection: Environmental Engineer, 141 Career Connection: Botanist, 183 Career Connection: Ecologist, 219
SCI.ETS3.A.K-2.iii Creativity and imagination are important to science and engineering.	SE/TE: Career Connection: Toy Engineer, 35 Career Connection: Structural Engineer, 69 Career Connection: Map Maker, 105 Career Connection: Environmental Engineer, 141 Career Connection: Botanist, 183 Career Connection: Ecologist, 219 Teamwork, EM8

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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.	
SCI.ETS3.B.K-2.ii Science assumes natural events happen today as they happened in the past.	<p>SE/TE: Supporting Content: uInvestigate Lab: How do volcanoes change earth? , 119 Quest Connection, 123 uInvestigate Lab: How do mountains change?, 125 Quest Check-In Lab: How does the ocean affect a coastal town?, 128</p> <p>Realize™ Digital Resources: Earth's Processes >Lesson 1, Earth Changes Quickly>Video: Earth Changes Quickly;>Interactivity: Quick Changes on Earth >Lesson 2, Earth Changes Slowly>Video: Earth Changes Slowly;>Interactivity: Changing Land</p>
SCI.ETS3.B.K-2.iii Engineers solve problems to meet the needs of people and communities.	<p>SE/TE: uEngineer It!: Improve a Sipping Cup, 66-67 uEngineer It!: Improve a Dam!, 96-97 uEngineer It!: Stop Wind Erosion, 138-139</p> <p>Realize™ Digital Resources: Changing Matter >Lesson 3, Matter Within Objects>uEngineer It! Interactivity: Chill Out Earth's Water and Land >Lesson 2, Water on Earth>uEngineer It! Interactivity: Fix the Dam! Earth's Processes >Lesson 3, People Can Change Earth>uEngineer It! Interactivity: Protect the House and Land</p>

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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: uEngineer It!: Stop Wind Erosion, 138-139 uEngineer It!: Plan a Habitat on Mars, 202-203 Investigations, EM1</p> <p>Realize™ Digital Resources: Earth's Processes >Lesson 3, People Can Change Earth>uEngineer It! Interactivity: Protect the House and Land Habitats >Lesson 1, Identify Habitats>uEngineer It! Video: Environment on Mars</p>
SCI.ETS3.C.K-2.ii Scientific explanations are strengthened by being supported with evidence.	<p>SE/TE: uInvestigate Lab: How can you change objects?, 49 Quest Check-In: How does temperature change matter over time?, 59 Explanations, EM6 Arguments from Evidence, EM7</p> <p>Realize™ Digital Resources: Habitats >Topic Close>Interactivity: Quest Findings: Protect a Habitat</p>
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: Quest Check-In: Prevent Floods, 123 uConnect Lab: Which solution is better?, 116 uEngineer It!: Stop Wind Erosion, 138-139 Improve the Design, EM12-EM13</p> <p>Realize™ Digital Resources: Earth's Processes >Lesson 3, People Can Change Earth>uEngineer It! Interactivity: Protect the House and Land</p>

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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.
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: Supporting Content: uInvestigate Lab: What can beavers teach engineers?, 15 uEngineer It!: Improve a Dam!, 96-97</p> <p>Realize™ Digital Resources: Earth's Water and Land >Lesson 2, Water on Earth>uEngineer It! Interactivity: Fix the Dam!</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).	<p>SE/TE: uEngineer It!: Improve a Dam!, 96-97 Quest Check-In: Prevent Floods, 123 uEngineer It!: Stop Wind Erosion, 138-139</p> <p>Realize™ Digital Resources: Earth's Processes >Lesson 1, Earth Changes Quickly>Video: Earth Changes Quickly;>Interactivity: Quick Changes on Earth</p>