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Elevate Science
Kindergarten, ©2019

To the

Wisconsin Standards for Science
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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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Kindergarten	
Performance Expectations	
SCI.LS Life Science	
SCI.LS1 Students use science and engineering practices, crosscutting concepts, and an understanding of structures and processes (on a scale from molecules to organisms) to make sense of phenomena and solve problems.	
SCI.LS1.C Organization for Matter and Energy Flow in Organisms	
SCI.LS1.C.K Animals obtain food they need from plants or other animals. Plants need water and light.	**SE/TE:** Jumpstart Discovery!, 150 Crosscutting Concepts Toolbox: Patterns, 152 Quest Connection, 154 Literacy Toolbox: Alike and Different, 154 Quest Check-In: Caring for Plants at the Park, 155 Jumpstart Discovery!, 156 Math Toolbox: Count, 158 Quest Connection, 159 Quest Check-In: Fish in the Park, 161 Crosscutting Concepts Toolbox: Patterns, 166 Quest Connection, 175 **Realize™ Digital Resources:** **Needs of Living Things** > Lesson 1, Needs of Plants>Video: Needs of Plants;>Interactivity: Plants Have Needs >Lesson 2, Needs of Animals>Video: Needs of Animals;>Interactivity: Locating an Animal's Needs >Lesson 3, Needs of People>Video: Needs of People;>Interactivity: People Have Needs

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K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.	**SE/TE:** Show What You Know, 145 Quest Kickoff: Let's Build a Park, 146-147 uConnect Lab: What if plants do not get what they need?, 148 Jumpstart Discovery!, 150 uInvestigate Lab: How do plants get water?, 151 Crosscutting Concepts Toolbox: Patterns, 152 Quest Connection, 154 Literacy Toolbox: Alike and Different, 154 Quest Check-In: Caring for Plants at the Park, 155 Quest Connection, 159 Crosscutting Concepts Toolbox: Patterns, 166 uInvestigate Lab: How does a plant grow and change?, 171 Quest Findings: Let's Build a Park, 178 uDemonstrate Lab: What needs do pets have?, 184-185 **Realize™ Digital Resources:** **Needs of Living Things** >Topic Launch>Quest Kickoff: Let's Build a Park! > Lesson 1, Needs of Plants>Video: Needs of Plants;>Interactivity: Plants Have Needs >Lesson 2, Needs of Animals>Video: Needs of Animals;>Interactivity: Locating an Animal's Needs >Lesson 3, Needs of People>Video: Needs of People;>Interactivity: People Have Needs >Topic Close>Interactivity: Quest Findings: Let's Build a Park

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SCI.PS2 Students use science and engineering practices, crosscutting concepts, and an understanding of forces, interactions, motion and stability to make sense of phenomena and solve problems.	
SCI.PS2.A Forces and Motion	
SCI.PS2.A.K.i Pushes and pulls can have different strengths and directions, and can change the speed or direction of an object's motion, or start or stop it.	**SE/TE:** Literacy Connection: Cause and Effect, 5 Jumpstart Discovery!, 6 uInvestigate Lab: How can we make objects move?, 7 Engineering Toolbox: Conduct an Investigation, 9 Quest Connection, 9 uInvestigate Lab: How do objects move?, 13 Crosscutting Concepts Toolbox: Cause and Effect, 15 STEM Quest Check-In: How can you build your sail car?, 16-17 uEngineer It!: Maze Craze!, 18-19 Jumpstart Discovery!, 20 uInvestigate Lab: How do you roll?, 21 Quest Connection, 23 Quest Check-In: How does wind move my sail car?, 26 Topic Assessment, 30-31 Evidence-Based Assessment, 32-33 uDemonstrate Lab: How do objects change their motion?, 34-35 **Realize™ Digital Resources:** **Pushes and Pulls** > Lesson 1, Pushes and Pulls>Video: Push and Pull;>Interactivity: Push and Pull >Lesson 2, Change in Movement>Video: Changes in Movement;>Interactivity: How Objects Move >Lesson 3, Change Movement with Pushes and Pulls>Video: Changing Movements with Pushes and Pulls;>Interactivity: Motion and Direction

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SCI.PS2.A.K.ii A bigger push or pull makes things speed up or slow down more quickly.	**SE/TE:** Cause and Effect, 5 Quest Kickoff: Wind Makes It Go, 2-3 Different Speeds, 15 uInvestigate Lab: How do you roll?, 21 STEM Quest Check-In: How does wind move my sail car?, 26 Evidence-Based Assessment, 32-33 **Realize™ Digital Resources:** **Pushes and Pulls** Topic Launch>Quest Kickoff: Wind Makes It Go >Lesson 2, Change in Movement>Video: Changes in Movement;>Interactivity: How Objects Move
SCI.PS2.B Types of Interactions	
SCI.PS2.B.K When objects touch or collide, they push on one another and can result in a change of motion.	**SE/TE:** uEngineer It!: Maze Craze!, 18-19 uInvestigate Lab: How do you roll?, 21 Visual Literacy, 24-25 Topic Assessment, 30-31 **Realize™ Digital Resources:** **Pushes and Pulls** >Lesson 2, Change in Movement>Video: Changes in Movement

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K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	**SE/TE:** uConnect Lab: How do things move?, 4 uInvestigate Lab: How can we make objects move?, 7 Engineering Toolbox: Conduct an Investigation, 9 uInvestigate Lab: How do objects move?, 13 STEM Quest Check-In: How can you build your sail car?, 16-17 uEngineer It!: Maze Craze!, 18-19 uInvestigate Lab: How do you roll?, 21 Quest Check-In: How does wind move my sail car?, 26 Quest Findings: Wind Makes It Go, 28 uDemonstrate Lab: How do objects change their motion?, 34-35 **Realize™ Digital Resources:** **Pushes and Pulls** >Lesson 1, >Interactivity: Push and Pull >Topic Close>Interactivity: Quest Findings: Wind Makes It Go

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K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.	**SE/TE:** Quest Kickoff: Wind Makes It Go, 2-3 STEM Quest Check-In: How can you build your sail car?, 16-17 uEngineer It!: Maze Craze!, 18-19 uInvestigate Lab: How do you roll?, 21 Quest Check-In: How does wind move my sail car?, 26 Quest Findings: Wind Makes It Go, 28 uDemonstrate Lab: How do objects change their motion?, 34-35 **Realize™ Digital Resources:** **Pushes and Pulls** >Topic Launch>Quest Kickoff: Wind Makes It Go >Lesson 2, Change in Movement>Video: Engineering Video
SCI.PS3 Students use science and engineering practices, crosscutting concepts, and an understanding of energy to make sense of phenomena and solve problems.	
SCI.PS3.C Relationships Between Energy and Forces	
SCI.PS3.C.K Bigger pushes and pulls cause bigger changes in an object's motion or shape.	**SE/TE:** Cause and Effect, 5 Quest Connection, 9 Different Speeds, 15 Jumpstart Discovery!, 20 uInvestigate Lab: How do you roll?, 21 **Realize™ Digital Resources:** **Pushes and Pulls** >Lesson 3, Change Movement with Pushes and Pulls>Video: Changing Movements with Pushes and Pulls

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SCI.PS3.D Energy in Chemical Processes and Everyday Life	
SCI.PS3.D.K Sunlight warms Earth's surface.	**SE/TE:** Quest Kickoff: Keep It Cool, 74-75 uConnect Lab: What can you observe about the sun?, 76 uInvestigate Lab: What can the sun do?, 79 uInvestigate Lab: Which objects change in the sun?, 87 Engineering Practice Toolbox: Plan an Investigation, 89 Quest Connection, 91 Quest Check-In Lab: Which material makes the best roof?, 92-93 Topic Assessment, 96-97 uDemonstrate Lab: Where is it warmer?, 100-101 **Realize™ Digital Resources:** **Sunlight** >Topic Launch>Quest Kickoff: Keep It Cool >Lesson 2, Sunlight and Earth's Surface>Interactivity: How Can the Sun Make Temperatures Change?
K-PS3-1 Make observations to determine the effect of sunlight on Earth's surface.	**SE/TE:** uConnect Lab: What can you observe about the sun?, 76 uInvestigate Lab: What can the sun do?, 79 uInvestigate Lab: Which objects change in the sun?, 87 Quest Check-In Lab: Which material makes the best roof?, 92-93 uDemonstrate Lab: Where is it warmer?, 100-101

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K-PS3-2 Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.	**SE/TE:** Quest Kickoff: Keep It Cool, 74-75 Quest Connection, 81 Quest Check-In: Staying Cool, 82 uEngineer It!: Sunny Days, 84-85 Quest Check-In Lab: Which material makes the best roof?, 92-93 **Realize™ Digital Resources:** **Sunlight** >Topic Close>Interactivity: Quest Findings: Keep It Cool, 98-99
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.D Weather and Climate	
SCI.ESS2.D.K Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region and time. People record weather patterns over time.	**SE/TE:** uConnect Lab: How does the weather change during the day?, 106 Sun or Rain, 118 Quest Connection, 119 Quest Check-In: Predict the Weather, 121 **Realize™ Digital Resources:** **Earth's Weather** >Lesson 2, Weather Patterns>Interactivity: Record the Weather

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SCI.ESS2.E Biogeology	
SCI.ESS2.E.K Plants and animals can change their local environment.	**SE/TE:** Quest Kickoff: Trails for All, 188-189 uConnect Lab: How does a plant make a change to the place where it lives?, 190 Jumpstart Discovery!, 198 uInvestigate Lab: How do squirrels change the land?, 199 Quest Connection, 200 Animals in Their Environment: Describe, 201 Quest Check-In: Changes in Nature, 203 uInvestigate Lab: How can you model changing the environment?, 205 Quest Connection, 207 Quest Check-In Lab: How can people change the land?, 208 Quest Findings: Trails for All, 220 uDemonstrate Lab: How can an animal change where it lives?, 226-227 **Realize™ Digital Resources: Environments** >Lesson 2, Plants and Animals Change the Environment>Video: Plants and Animals Change the Environment;>Interactivity: Living Things Affect the Environment >Lesson 3, People Change the Environment>Video: People Change the Environment;>Interactivity: People Affect the Environment >Topic Close>Quest Findings: Trails for All

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K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.	**SE/TE:** uConnect Lab: How does the weather change during the day?, 106 Quest Check-In: Seasonal Changes, 126 uDemonstrate Lab: What is the weather like?, 142-143 **Realize™ Digital Resources:** **Earth's Weather** >Lesson 2, Weather Patterns>Interactivity: Record the Weather
K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	**SE/TE:** Quest Kickoff: Trails for All, 188-189 uConnect Lab: How does a plant make a change to the place where it lives?, 190 uInvestigate Lab: How do squirrels change the land?, 199 Animals in Their Environment: Describe, 201 Evidence-Based Assessment, 224-225 uDemonstrate Lab: How can an animal change where it lives?, 226-227 **Realize™ Digital Resources:** **Environments** >Topic Launch>Quest Kickoff: Trails for All >Lesson 2, Plants and Animals Change the Environment>Interactivity: Living Things Affect the Environment >Lesson 3, People Change the Environment>Interactivity: People Affect the Environment

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SCI.ESS3 Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.	
SCI.ESS3.A Natural Resources	
SCI.ESS3.A.K Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.	**SE/TE:** Needs of Plants, 150-154 Quest Check-In: Caring for Plants at the Park, 155 Needs of Animals, 156-160 Quest Check-In, 161 Needs of People, 164-167 Quest Findings: Let's Build a Park, 178 People and Resources, 206 **Realize™ Digital Resources:** **Needs of Living Things** Lesson 1, Needs of Plants>Interactivity: Plants Have Needs **Environments** >Lesson 3, People Change the Environment>Interactivity: People Affect the Environment
SCI.ESS3.B Natural Hazards	
SCI.ESS3.B.K In a region, some kinds of severe weather are more likely than others. Forecasts allow communities to prepare for severe weather.	**SE/TE:** Thunderstorms and Tornadoes, 130 Hurricanes, 131 Be Prepared, 132 Weather Watching, 133 **TE Only:** 21st Century Skills: Predicting the Weather, 133 Quest Findings: Chasing Storms, 136 **Realize™ Digital Resources:** **Earth's Weather** >Topic Launch>Quest Kickoff: Chasing Storms >Lesson 4, Severe Weather>Interactivity: Report;>Worksheet: Enrichment Activity (Local Weather Forecast) >Topic Close>Quest Findings: Chasing Storms

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SCI.ESS3.C Human Impacts on Earth Systems	
SCI.ESS3.C.K Things people do can affect the environment but they can make choices to reduce their impacts.	**SE/TE:** Quest Connection, 207 uInvestigate Lab: How can you make something useful?, 211 Quest Connection, 212 What You Can Do: Visual Literacy, 214 Crosscutting Concepts Toolbox: Systems in Our World, 215 Quest Check-In Lab: How can we save our trails?, 216-217 Quest Findings: Trails for All, 220 Topic Assessment, 222-223 Evidence-Based Assessment, 224-225 **Realize™ Digital Resources: Environments** >Lesson 3, People Change the Environment>Interactivity: People Affect the Environment >Lesson 4, People Can Protect the Environment>Interactivity: Who Is Helping Care for the Earth?

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SCI.ESS3.D Global Climate Change	
K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	**SE/TE:** uEngineer It!: It Is Cold Out There!, 162-163 Quest Findings: Let's Build a Park, 178 uInvestigate Lab: Who lives here?, 193 uInvestigate Lab: How can you model changing the environment?, 205 Topic Assessment, 222-223 **Realize™ Digital Resources:** **Needs of Living Things** >Lesson 2, Needs of Animals>Interactivity: Locating an Animal's Needs **Environments** >Lesson 1, Where Plants and Animals Live>Interactivity: Desert Environments
K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.	**SE/TE:** Quest Kickoff: Chasing Storms, 104-105 Jumpstart Discovery!, 128 **Realize™ Digital Resources:** **Earth's Weather** >Topic Launch>Quest Kickoff: Chasing Storms >Lesson 4, Severe Weather>Interactivity: Report;>Worksheet: Enrichment Activity (Local Weather Forecast)

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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.	**SE/TE:** Quest Kickoff: Trails for All, 188-189 Jumpstart Discovery!, 210 uInvestigate Lab: How can you make something useful?, 211 Quest Connection, 212 What You Can Do: Visual Literacy, 214 Crosscutting Concepts Toolbox: Systems in Our World, 215 Quest Check-In Lab: How can we save our trails?, 216-217 Quest Findings: Trails for All, 220 Topic Assessment, 222-223 Evidence-Based Assessment, 224-225 **Realize™ Digital Resources: Environments** >Topic Launch>Quest Kickoff: Trails for All >Lesson 4, People Can Protect the Environment>Video: Protect the Environment;>Interactivity: Who Is Helping Care for the Earth?

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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:** Quest Kickoff: Chasing Storms, 104-105 Weather Patterns, 116 Connecting Concepts Toolbox: Patterns, 118 Quest Connection, 119 Quest Check-In: Predict the Weather, 121 Topic Assessment, 138-139 Crosscutting Concepts Toolbpx, 166
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:** Literacy Connection: Cause and Effect, 5 Engineering Toolbox: Conduct an Investigation, 9 Crosscutting Concepts Toolbox: Cause and Effect, 15 uInvestigate Lab: How do you roll?, 21 **Realize™ Digital Resources:** **Pushes and Pulls** >Lesson 3, Change Movement with Pushes and Pulls>Video: Changing Movements with Pushes and Pulls

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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:** STEM Math Connection: Measure and Sort, 55 Tools, EM4 Measure, EM5
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:** Crosscutting Concepts Toolbox: Systems, 131 Crosscutting Concepts Toolbox: Systems in Nature, 202 Crosscutting Concepts Toolbox: Systems in Our World, 215
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.	**SE/TE:** Quest Check-In: Shapes of Sails, 11 You Can Change Matter, 53
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).	**SE/TE:** Quest Check-In: Shapes of Sails, 11 Quest Findings: Wind Makes It Go, 28
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.	**SE/TE:** Crosscutting Concepts Toolbox: Cause and Effect, 15 Quest Check-In: Predict the Weather, 121

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K-2 Science and Engineering Practices	
SCI.SEP1 Students ask questions and define problems, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP1.A Asking Questions	
SCI.SEP1.A.K-2 Students ask simple descriptive questions that can be tested. This includes the following:	
SCI.SEP1.A.K-2.1 Ask questions based on observations to find more information about the natural world.	**SE/TE:** Engineering Toolbox: Asking Questions and Defining Problems, 59 uInvestigate Lab: What is the weather like in different seasons?, 123 uInvestigate Lab: What does a storm look like?, 129 uDemonstrate Lab: What is the weather like?, 142-143 uConnect Lab: What if plants do not get what they need?, 148 uInvestigate Lab: How do plants get water?, 151 uInvestigate Lab: What should you wear?, 165 uInvestigate Lab: How does a plant grow and change?, 171 uDemonstrate Lab: What needs do pets have?, 184-185 uConnect Lab: How does a plant make a change to the place where it lives?, 190 uInvestigate Lab: Who lives here?, 193 uInvestigate Lab: How do squirrels change the land?, 199 uInvestigate Lab: How can you model changing the environment?, 205 uDemonstrate Lab: How can an animal change where it lives?, 226-227

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SCI.SEP1.A.K-2.2 Ask or identify questions that can be answered by an investigation.	**SE/TE:** uConnect Lab: What is the object?, 40 uInvestigate Lab: How can you collect rain?, 117 uInvestigate Lab: What is the weather like in different seasons?, 123 uInvestigate Lab: What does a storm look like?, 129 uDemonstrate Lab: What is the weather like?, 142-143 uConnect Lab: What if plants do not get what they need?, 148 uInvestigate Lab: How do plants get water?, 151 uInvestigate Lab: What should you wear?, 165 uInvestigate Lab: How does a plant grow and change?, 171 uDemonstrate Lab: What needs do pets have?, 184-185 uConnect Lab: How does a plant make a change to the place where it lives?, 190 uInvestigate Lab: Who lives here?, 193 uInvestigate Lab: How do squirrels change the land?, 199 uDemonstrate Lab: How can an animal change where it lives?, 226-227 Questions, EM0

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SCI.SEP1.B Defining Problems	
SCI.SEP1.B.K-2 Students define simple problems that can be solved through the development of a new or improved object or tool.	**SE/TE:** uEngineer It!: Maze Craze!, 18-19 uEngineer It!: Up and Away!, 62-63 uEngineer It!: Sunny Days, 84-85 uEngineer It!: Don't Blow Away!, 114-115 **Realize™ Digital Resources:** **Pushes and Pulls** >Lesson 2, Change in Movement>Video: Engineering Video **Matter** >Lesson 3, Solids, Liquids, and Gases>Interactivity: Balloons Away **Sunlight** Lesson 1, The Sun>Interactivity: Engineering Video **Earth's Weather** >Lesson 1, Different Kinds of Weather>Interactivity: Stop the Rain and Wind
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.	**SE/TE:** uInvestigate Lab: How can you make it rain?, 109 uInvestigate Lab: What does a storm look like?, 129 uInvestigate Lab: Which feet do the best job?, 157 uInvestigate Lab: How do squirrels change the land?, 199 Explanations, EM6

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SCI.SEP2.A.K-2.2 Compare models to identify common features and differences.	**SE/TE:** Weather in Different Places: Visual Literacy, 120
SCI.SEP2.A.K-2.3 Develop or use models to represent amounts, relationships, relative scales (bigger, smaller), and patterns in the natural and designed world(s).	**SE/TE:** uConnect Lab: How do things move?, 4 uInvestigate Lab: How can you make it rain?, 109 Quest Check-In: Seasonal Changes, 126 uInvestigate Lab: What does a storm look like?, 129 uInvestigate Lab: Which feet do the best job?, 157 uConnect Lab: How does a plant make a change to the place where it lives?, 190 uInvestigate Lab: Who lives here?, 193 uInvestigate Lab: How do squirrels change the land?, 199 uInvestigate Lab: How can you model changing the environment?, 205 Quest Check-In Lab: How can people change the land?, 208 Explanations, EM6
SCI.SEP2.A.K-2.4 Develop a simple model based on evidence to represent a proposed object or tool.	**SE/TE:** uInvestigate Lab: How can you make it rain?, 109 uInvestigate Lab: Which feet do the best job?, 157
SCI.SEP3 Students plan and carry out investigations, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP3.A Planning and Conducting Investigations	
SCI.SEP3.A.K-2 Students plan and carry out simple investigations, based on fair tests, which provide data to support explanations or design solutions. This includes the following:	
SCI.SEP3.A.K-2.1 With guidance, plan and conduct an investigation in collaboration with peers (for K).	**SE/TE:** uInvestigate Lab: How do you roll?, 21 uInvestigate Lab: What can you observe about water?, 57 **Realize™ Digital Resources:** **Pushes and Pulls** >Topic Close >Quest Findings: Wind Makes It Go

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SCI.SEP3.A.K-2.2 Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.	**SE/TE:** uInvestigate Lab: How do you roll?, 21 Quest Findings: Wind Makes It Go, 28 uInvestigate Lab: What can you observe about water?, 57
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:** STEM Quest Check-In Lab, 92-93 Observations, EM2 Tools, EM4 Measure, EM5
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: How do objects move?, 13 uInvestigate Lab: How do you roll?, 21 uDemonstrate Lab: How do objects change their motion?, 34-35 uConnect Lab: What is the object?, 40 uInvestigate Lab: How does it feel?, 43 uInvestigate Lab: How are objects the same?, 49 Quest Check-In: How will you sort solids, liquids, and gases?, 60-61 uDemonstrate Lab: How is one object different?, 70-71 uConnect Lab: What can you observe about the sun?, 76 uInvestigate Lab: Which objects change in the sun?, 87 Quest Check-In Lab: Which material makes the best roof?, 92-93 uDemonstrate Lab: Where is it warmer?, 100-101 uConnect Lab: What if plants do not get what they need?, 14

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SCI.SEP3.A.K-2.5 Make observations (firsthand or from media) and measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal.	**SE/TE:** uEngineer It!: Maze Craze!, 18-19 Quest Check-In: How does wind move my sail car?, 26 uEngineer It!: Up and Away!, 62-63 uEngineer It!: Sunny Days, 84-85 uEngineer It!: Don't Blow Away!, 114-115 **Realize™ Digital Resources:** **Matter** >Lesson 3, Solids, Liquids, and Gases>Interactivity: Balloons Away **Sunlight** >Lesson 1, The Sun>Interactivity: Engineering Video **Earth's Weather** Lesson 1, Different Kinds of Weather>Interactivity: Stop the Rain and Wind
SCI.SEP3.A.K-2.6 Make predictions based on prior experiences.	**SE/TE:** Quest Kickoff: Chasing Storms, 104-105 Quest Check-In: Predict the Weather, 121 uInvestigate Lab: How do plants get water?, 151
SCI.SEP4 Students analyze and interpret data, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP4.A Analyze and Interpret Data	
SCI.SEP4.A.K-2 Students collect, record, and share observations. This includes the following:	
SCI.SEP4.A.K-2.1 Record information (observations, thoughts, and ideas).	**SE/TE:** uDemonstrate Lab: How do objects change their motion?, 34-35 STEM Math Connection: Measure and Sort, 55 uDemonstrate Lab: Where is it warmer?, 100-101 Observations, EM2

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SCI.SEP4.A.K-2.2 Use and share pictures, drawings, or writings of observations.	**SE/TE:** uConnect Lab: How do things move?, 4 STEM Quest Check-In: How can you build your sail car?, 16-17 uInvestigate Lab: How do you roll?, 21 Direction and Motion: Visual Literacy, 24-25 uDemonstrate Lab: How do objects change their motion?, 34-35 uInvestigate Lab: How does it feel?, 43 uDemonstrate Lab: How is one object different?, 70-71 uInvestigate Lab: What can the sun do?, 79 Quest Check-In Lab: Which material makes the best roof?, 92-93 uConnect Lab: How does the weather change during the day?, 106 uEngineer It!: Don't Blow Away!, 114-115 Quest Check-In: Predict the Weather, 121 Quest Check-In Lab: How does the wind move?, 134-135 uInvestigate Lab: How does a plant grow and change?, 171 Quest Check-In Lab: How do caterpillars change?, 176-177 uDemonstrate Lab: What needs do pets have?, 184-185 uInvestigate Lab: Who lives here?, 193 uDemonstrate Lab: How can an animal change where it lives?, 226-227 **Realize™ Digital Resources:** **Earth's Weather** Lesson 1, Different Kinds of Weather>Interactivity: Stop the Rain and Wind

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SCI.SEP4.A.K-2.3 Use observations (firsthand or from media) to describe patterns or relationships in the natural and designed worlds in order to answer scientific questions and solve problems.	**SE/TE:** uConnect Lab: What is the object?, 40 uInvestigate Lab: How does it feel?, 43 uInvestigate Lab: How are objects the same?, 49 Quest Check-In: How can you observe and sort objects, 54 uInvestigate Lab: What can you observe about water?, 57 Quest Check-In: How will you sort solids, liquids, and gases?, 60-61 uDemonstrate Lab: How is one object different?, 70-71 uInvestigate Lab: What can the sun do?, 79 uConnect Lab: How does the weather change during the day?, 106 uInvestigate Lab: How can you make it rain?, 109 uInvestigate Lab: What is the weather like in different seasons?, 123 uInvestigate Lab: What does a storm look like?, 129 uDemonstrate Lab: What is the weather like?, 142-143 uConnect Lab: What if plants do not get what they need?, 148 uInvestigate Lab: How do plants get water?, 151 uInvestigate Lab: Which feet do the best job?, 157 uInvestigate Lab: What should you wear?, 165 uInvestigate Lab: How does a plant grow and change?, 171 Science Practice Toolbox: Ask Questions, 175 Quest Check-In Lab: How do caterpillars change?, 176-177 uConnect Lab: How does a plant make a change to the place where it lives?, 190 uInvestigate Lab: How do squirrels change the land?, 199 uDemonstrate Lab: How can an animal change where it lives?, 226-227

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SCI.SEP4.A.K-2.4 Compare predictions (based on prior experiences) to what occurred (observable events).	**SE/TE:** Supporting Content:, Quest Kickoff: Chasing Storms, 104-105 Quest Check-In: Predict the Weather, 121 uInvestigate Lab: How do plants get water?, 151
SCI.SEP4.A.K-2.5 Analyze data from tests of an object or tool to determine if the object or tool works as intended.	**SE/TE:** uInvestigate Lab: How can we make objects move?, 7 STEM Quest Check-In: How can you build your sail car?, 16-17 uEngineer It!: Maze Craze!, 18-19 uInvestigate Lab: How do you roll?, 21 Quest Check-In: How does wind move my sail car?, 26 uInvestigate Lab: How can you collect rain?, 117 **Realize™ Digital Resources:** **Pushes and Pulls** >Lesson 2, Change in Movement>Video: Engineering Video
SCI.SEP5 Students use mathematics and computational thinking, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP5.A Qualitative and Quantitative Data	
SCI.SEP5.A.K-2 Students recognize that mathematics can be used to describe the natural and designed world. This includes the following:	
SCI.SEP5.A.K-2.1 Use counting and numbers to identify and describe patterns in the natural and designed worlds.	**SE/TE:** STEM Math Connection: Add Numbers, 27 Math Toolbox: Count, 158 STEM Math Connection: Subtracting Numbers, 209

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SCI.SEP5.A.K-2.2 Describe, measure, or compare quantitative attributes of different objects and display the data using simple graphs.	**SE/TE:** Quest Kickoff: A Messy Classroom, 38-39 Temperature and Weight, 52 STEM Math Connection: Measure and Sort, 55 Quest Check-In: How will you sort solids, liquids, and gases?, 60-61 Quest Findings: A Messy Classroom, 64 uInvestigate Lab: What can the sun do?, 79 uConnect Lab: What if plants do not get what they need?, 148 uInvestigate Lab: How do plants get water?, 151 Observations, EM2 **TE Only:** Focus on Mastery!, 127
SCI.SEP5.A.K-2.3 Use qualitative and/or quantitative data to compare two alternative solutions to a problem.	**SE/TE:** STEM Quest Check-in: How does wind move my sail car?, 26 STEM Quest Check-In Lab: Which material makes the best roof?, 92-93 uEngineer It: Don't Blow Away!, 114-115 **Realize™ Digital Resources:** **Earth's Weather** Lesson 1, Different Kinds of Weather>Interactivity: Stop the Rain and Wind

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SCI.SEP6 Students construct explanations and design solutions, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP6.A Construct an Explanation	
SCI.SEP6.A.K-2 Students use evidence and ideas in constructing evidence-based accounts of natural phenomena. This includes the following:	
SCI.SEP6.A.K-2.1 Use information from observations (firsthand and from media) to construct an evidence-based account for natural phenomena.	**SE/TE:** uInvestigate Lab: What can you observe about water?, 57 uConnect Lab: What can you observe about the sun?, 76 uInvestigate Lab: Which objects change in the sun?, 87 uDemonstrate Lab: Where is it warmer?, 100-101 uInvestigate Lab: How can you make it rain?, 109 uInvestigate Lab: How can you collect rain?, 117 uInvestigate Lab: How does a plant grow and change?, 171 Evidence, EM7
SCI.SEP6.B Design Solutions	
SCI.SEP6.B.K-2 Students use evidence and ideas in designing solutions. This includes the following:	
SCI.SEP6.B.K-2.1 Use tools and materials to design and/or build a device that solves a specific problem or a solution to a specific problem.	**SE/TE:** uInvestigate Lab: How can you make something useful?, 211 Quest Check-In Lab: Which material makes the best roof?, 92-93 Quest Check-In Lab: How can we save our trails?, 216-217 uEngineer It: The Problem with a Tree, 218-219 **Realize™ Digital Resources: Environments** >Lesson 4, People Can Protect the Environment>uEngineer Video: The Problem with a Tree

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SCI.SEP6.B.K-2.2 Generate and compare multiple solutions to a problem.	**SE/TE:** uEngineer It: The Problem with a Tree, 218-219
SCI.SEP7 Students engage in argument from evidence, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP7.A Argue from Evidence	
SCI.SEP7.A.K-2 Students compare ideas and representations about the natural and designed world. This includes the following:	
SCI.SEP7.A.K-2.1 Identify arguments that are supported by evidence.	**SE/TE:** Quest Kickoff: Trails for All, 188-189 uConnect Lab: How does a plant make a change to the place where it lives?, 190 uInvestigate Lab: How do squirrels change the land?, 199 Animals in Their Environment: Describe, 201 Evidence-Based Assessment, 224-225 uDemonstrate Lab: How can an animal change where it lives?, 226-227 Evidence, EM7 **Realize™ Digital Resources:** **Environments** >Topic Launch>Quest Kickoff: Trails for All >Lesson 2, Plants and Animals Change the Environment>Interactivity: Living Things Affect the Environment >Lesson 3, People Change the Environment>Interactivity: People Affect the Environment
SCI.SEP7.A.K-2.2 Distinguish between explanations that account for all gathered evidence and those that do not.	**SE/TE:** Supporting Content: uInvestigate Lab: How do squirrels change the land?, 199 uDemonstrate Lab: How can an animal change where it lives?, 226-227 Explanations, EM6 Evidence, EM7

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SCI.SEP7.A.K-2.3 Analyze why some evidence is relevant to a scientific question and some is not.	**SE/TE:** Supporting Content: uInvestigate Lab: How do squirrels change the land?, 199 Evidence, EM7
SCI.SEP7.A.K-2.4 Distinguish between opinions and evidence in one's own explanations.	**SE/TE:** Supporting Content: uDemonstrate Lab: How can an animal change where it lives?, 226-227 Explanations, EM6 Evidence, EM7
SCI.SEP7.A.K-2.5 Listen actively to arguments to indicate agreement or disagreement based on evidence, or to retell the main points of the argument.	**SE/TE:** uInvestigate Lab: How do squirrels change the land?, 199 uDemonstrate Lab: How can an animal change where it lives?, 226-227 Evidence, EM7
SCI.SEP7.A.K-2.6 Construct an argument with evidence to support a claim.	**SE/TE:** uInvestigate La: how do plants get water?, 151 uInvestigate Lab: How do squirrels change the land?, 199 uDemonstrate Lab: How can an animal change where it lives?, 226-227 Explanations, EM6 Evidence, EM7
SCI.SEP7.A.K-2.7 Make a claim about the effectiveness of an object, tool, or solution that is supported by relevant evidence.	**SE/TE:** uEngineer It!: The Problem with a Tree, 218-219

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SCI.SEP8 Students will obtain, evaluate and communicate information, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
SCI.SEP8.A Obtain, Evaluate, and Communicate Information	
SCI.SEP8.A.K-2 Students use observations and texts to communicate new information. This includes the following:	
SCI.SEP8.A.K-2.1 Read developmentally-appropriate texts or use media to obtain scientific and technical information. Use the information to determine patterns in or evidence about the natural and designed worlds.	**SE/TE:** uConnect Lab: How does the weather change during the day?, 106 uInvestigate Lab: How can you make it rain?, 109 uInvestigate Lab: What is the weather like in different seasons?, 123 uInvestigate Lab: What does a storm look like?, 129 uDemonstrate Lab: What is the weather like?, 142-143 uInvestigate Lab: What should you wear?, 165 uDemonstrate Lab: What needs do pets have?, 184-185
SCI.SEP8.A.K-2.2 Describe how specific images (e.g., a diagram showing how a machine works) support a scientific or engineering idea.	**SE/TE:** uEngineer It: The Problem with a Tree, 218-219 Explanations, EM6 Communication, EM9
SCI.SEP8.A.K-2.3 Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering scientific questions or supporting scientific claims.	**SE/TE:** Supporting Content only: Communication, EM9 Glossary, EM12-EM13

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SCI.SEP8.A.K-2.4 Communicate information or design ideas and solutions with others in oral or written forms. Use models, drawings, writing, or numbers that provide detail about scientific ideas, practices, or design ideas.	**SE/TE:** uConnect Lab: How do things move?, 4 STEM Quest Check-In: How can you build your sail car?, 16-17 uInvestigate Lab: How do you roll?, 21 Direction and Motion Visual Literacy, 24-25 uDemonstrate Lab: How do objects change their motion?, 34-35 uInvestigate Lab: How does it feel?, 43 uDemonstrate Lab: How is one object different?, 70-71 uInvestigate Lab: What can the sun do?, 79 Quest Check-In Lab: Which material makes the best roof?, 92-93 uConnect Lab: How does the weather change during the day?, 106 uEngineer It!: Don't Blow Away!, 114-115 Quest Check-In: Predict the Weather, 121 Quest Check-In Lab: How does the wind move?, 134-135 uConnect Lab: What if plants do not get what they need?, 148 uInvestigate Lab: How does a plant grow and change?, 171 Quest Check-In Lab: How do caterpillars change?, 176-177 uDemonstrate Lab: What needs do pets have?, 184-185 uInvestigate Lab: Who lives here?, 193 uDemonstrate Lab: How can an animal change where it lives?, 226-227 Observations, EM2

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K-2 Disciplinary Core Ideas	
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.	**SE/TE:** uEngineer It!: Up and Away!, 62-63 uEngineer It!: Sunny Days, 84-85 uEngineer It!: Don't Blow Away, 114-115 uEngineer It!: It Is Cold Out There!, 162-163 uEngineer It!: The Problem with a Tree, 218-219 Teamwork, EM8 **Realize™ Digital Resources:** **Matter** >Lesson 3, Solid, Liquids, and Gases>Interactivity: Balloons Away **Earth's Weather** >Lesson 1, Different Kinds of Weather>Interactivity: Stop the Rain and Wind Needs of Living Things

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SCI.ETS1.A.K-2.ii Asking questions, making observations, and gathering information are helpful in thinking about problems.	**SE/TE:** Quest Kickoff: A Messy Classroom, 38-39 uConnect Lab: What is the object?, 40 uInvestigate Lab: How are objects the same?, 49 Quest Check-In: How can you observe and sort objects, 54 uInvestigate Lab: What can you observe about water?, 57 Engineering Toolbox: Asking Questions and Defining Problems, 59 uEngineer It!: Up and Away!, 62-63 uDemonstrate Lab: How is one object different?, 70-71 uInvestigate Lab: Which objects change in the sun?, 87 uEngineer It!: Don't Blow Away!, 114-115 uEngineer It!: It Is Cold Out There!, 162-163 uEngineer It!: The Problem with a Tree, 218-219 **Realize™ Digital Resources:** **Matter** >Topic Launch>Quest Kickoff: A Messy Classroom **Earth's Weather** >Lesson 1, Different Kinds of Weather>Interactivity: Stop the Rain and Wind **Needs of Living Things** >Lesson 2, Needs of Animals>Interactivity: Build an Animal Shelter
SCI.ETS1.A.K-2.iii Before beginning to design a solution, it is important to clearly understand the problem.	**SE/TE:** Quest Check-In Lab: Which material makes the best roof?, 92-93 uEngineer It!: The Problem with a Tree, 218-219 Design a Solution, EM10

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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.	**SE/TE:** Quest Check-In: Staying Cool, 82 uEngineer It!: Sunny Days, 84-85 Quest Kickoff: Let's Build a Park, 146-147 uEngineer It!: It Is Cold Out There!, 162-163 uEngineer It!: The Problem with a Tree, 218-21
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.	**SE/TE:** Quest Check-In: How can you build your sail car?, 17 Quest Check-in Lab: How does wind move my sail car?, 26 Quest Findings: Wind Makes It Go, 28 Quest Check-In Lab: Which material makes the best roof?, 92-93 uEngineer It!: Don't Blow Away!, 114-115 uEngineer It!: The Problem with a Tree, 218-219 **Realize™ Digital Resources:** **Pushes and Pulls** **Earth's Weather** >Lesson 1, Different Kinds of Weather>Interactivity: Stop the Rain and Wind

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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.	**SE/TE:** uEngineer It!: Maze Craze!, 18-19 Quest Kickoff: A Messy Classroom, 38-39 uInvestigate Lab: How are objects the same?, 49 uInvestigate Lab: What can you observe about water?, 57 Engineering Toolbox: Asking Questions and Defining Problems, 59 uEngineer It!: Up and Away!, 62-63 uDemonstrate Lab: How is one object different?, 70-71 uEngineer It!: Sunny Days, 84-85 uInvestigate Lab: Which objects change in the sun?, 87 uEngineer It!: Don't Blow Away!, 114-115 uEngineer It!: It Is Cold Out There!, 162-163 uEngineer It!: The Problem with a Tree, 218-219 Improve the Design, EM11 **Realize™ Digital Resources:** **Matter** >Lesson 3, Solid, Liquids, and Gases>Interactivity: Balloons Away **Sunlight** >Lesson 1, The Sun>Interactivity: Engineering Video **Earth's Weather** >Lesson 1, Different Kinds of Weather>Interactivity: Stop the Rain and Wind **Needs of Living Things** >Lesson 2, Needs of Animals>Interactivity: Build an Animal Shelter **Environments** >Lesson 4, People Can Protect the Environment>uEngineer Video

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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.	**SE/TE:** Quest Check-In: Shapes of Sails, 11 uEngineer It!: Up and Away!, 62-63 Quest Check-In: Staying Cool, 82 uEngineer It!: Sunny Days, 84-85 uEngineer It!: Don't Blow Away!, 114-115 Quest Check-In Lab: How does the wind move?, 134-135 uEngineer It!: It Is Cold Out There!, 162-163 uEngineer It!: The Problem with a Tree, 218-219 **Realize™ Digital Resources:** **Matter** >Lesson 3, Solid, Liquids, and Gases>Interactivity: Balloons Away **Sunlight** >Lesson 1, The Sun>Interactivity: Engineering Video **Earth's Weather** >Lesson 1, Different Kinds of Weather>Interactivity: Stop the Rain and Wind **Needs of Living Things** >Lesson 2, Needs of Animals>Interactivity: Build an Animal Shelter
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.	**SE/TE:** Quest Check-In: How does wind move my sail car?, 26 Quest Findings: Wind Makes It Go, 28 uEngineer It!: The Problem with a Tree, 218-219 **Realize™ Digital Resources:** **Pushes and Pulls** >Topic Close>Quest Findings>Interactivity: Wind Makes It Go **Environments** >Lesson 4, People Can Protect the Environment> Interactivity: Engineering Video

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SCI.ETS2 Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.	
SCI.ETS2.A Interdependence of Science, Engineering, and Technology	
SCI.ETS2.A.K-2 Science and engineering involve the use of tools to observe and measure things.	**SE/TE:** uEngineer It!: Up and Away!, 62-63 uEngineer It!: Sunny Days, 84-85 uEngineer It!: Don't Blow Away, 114-115 uEngineer It!: It Is Cold Out There!, 162-163 uEngineer It!: The Problem with a Tree, 218-219 **Realize™ Digital Resources:** **Matter** >Lesson 3, Solid, Liquids, and Gases>Interactivity: Balloons Away **Sunlight** >Lesson 1, The Sun>Interactivity: Engineering Video **Earth's Weather** >Lesson 1, Different Kinds of Weather>Interactivity: Stop the Rain and Wind **Needs of Living Things** >Lesson 2, Needs of Animals>Interactivity: Build an Animal Shelter

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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.	**SE/TE:** uEngineer It!: Up and Away!, 62-63 uEngineer It!: Sunny Days, 84-85 uEngineer It!: Don't Blow Away, 114-115 uEngineer It!: It Is Cold Out There!, 162-163 uEngineer It!: The Problem with a Tree, 218-219 **Realize™ Digital Resources:** **Matter** >Lesson 3, Solid, Liquids, and Gases>Interactivity: Balloons Away **Sunlight** >Lesson 1, The Sun>Interactivity: Engineering Video **Earth's Weather** >Lesson 1, Different Kinds of Weather>Interactivity: Stop the Rain and Wind **Needs of Living Things** >Lesson 2, Needs of Animals>Interactivity: Build an Animal Shelter
Matter	
SCI.ETS2.B.K-2.ii Taking natural materials to make things impacts the environment.	**SE/TE:** Quest Connection, 212 What You Can Do: Visual Literacy, 214-215 uEngineer It!: The Problem with a Tree, 218-219 **Realize™ Digital Resources:** **Environments** >Lesson 4, People Can Protect the Environment>Interactivity: Who Is Helping Care of the Earth

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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.	**SE/TE:** Quest Kickoff: Trails for All, 188-189 uInvestigate Lab: How can you make something useful?, 211 Quest Connection, 212 What You Can Do: Visual Literacy, 214-215 Crosscutting Concepts Toolbox: Systems in Our World, 215 Quest Check-In Lab: How can we save our trails?, 216-217 uEngineer It!: The Problem with a Tree, 218-219 Quest Findings: Trails for All, 220 Topic Assessment, 222-223 Evidence-Based Assessment, 224-225
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:** See supporting content: Career Connection: Sailboat Designer, 29 Career Connection: Science Teacher, 65 Career Connection: Architect, 95 Career Connection: Storm Chaser, 137 Career Connection: Wildlife Biologist, 179 Career Connection: Park Ranger, 221
SCI.ETS3.A.K-2.ii People have practiced science and engineering for a long time.	**SE/TE:** See supporting content: Evidence, EM7 Teamwork, EM8 Communication, EM9 Design a Solution, EM10 Improve the Design, EM11

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SCI.ETS3.A.K-2.iii Creativity and imagination are important to science and engineering.	**SE/TE:** See supporting content: Career Connection: Sailboat Designer, 29 Career Connection: Science Teacher, 65 Career Connection: Architect, 95 Career Connection: Storm Chaser, 137 Career Connection: Wildlife Biologist, 179 Career Connection: Park Ranger, 221
SCI.ETS3.B Science and Engineering Are Unique Ways of Thinking with Different Purposes	
SCI.ETS3.B.K-2.i Scientists use evidence to explain the natural world.	**SE/TE:** uInvestigate Lab: What can you observe about water?, 57 uConnect Lab: What can you observe about the sun?, 76 uInvestigate Lab: Which objects change in the sun?, 87 uDemonstrate Lab: Where is it warmer?, 100-101 uInvestigate Lab: How can you make it rain?, 109 uInvestigate Lab: How can you collect rain?, 117 uInvestigate Lab: How does a plant grow and change?, 171 Evidence, EM7
SCI.ETS3.B.K-2.ii Science assumes natural events happen today as they happened in the past.	**SE/TE:** uInvestigate Lab: What is the weather like in different seasons?, 123 TE Only: 21st Century Skills: Predicting the Weather, 133 uDemonstrate Lab: What is the weather like?, 142-143 **Realize™ Digital Resources:** Earth's Weather >Lesson 3, Seasons>Video: Seasons

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SCI.ETS3.B.K-2.iii Engineers solve problems to meet the needs of people and communities.	**SE/TE:** uEngineer It!: Up and Away!, 62-63 uEngineer It!: Sunny Days, 84-85 uEngineer It!: Don't Blow Away, 114-115 uEngineer It!: It Is Cold Out There!, 162-163 uEngineer It!: The Problem with a Tree, 218-219 **Realize™ Digital Resources:** **Matter** >Lesson 3, Solid, Liquids, and Gases>Interactivity: Balloons Away **Sunlight** >Lesson 1, The Sun>Interactivity: Engineering Video **Earth's Weather** >Lesson 1, Different Kinds of Weather>Interactivity: Stop the Rain and Wind **Needs of Living Things** >Lesson 2, Needs of Animals>Interactivity: Build an Animal Shelter
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.	**SE/TE:** uEngineer It!: Sunny Days, 84-85 uEngineer It!: Don't Blow Away, 114-115 uEngineer It!: The Problem with a Tree, 218-219 Questions, EM0 Investigation, EM1 **Realize™ Digital Resources:** **Sunlight** >Lesson 1, The Sun>Interactivity: Engineering Video **Earth's Weather** >Lesson 1, Different Kinds of Weather>Interactivity: Stop the Rain and Wind

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SCI.ETS3.C.K-2.ii Scientific explanations are strengthened by being supported with evidence.	**SE/TE:** Supporting Content: uInvestigate Lab: How do squirrels change the land?, 199 uDemonstrate Lab: How can an animal change where it lives?, 226-227 Explanations, EM6 Evidence, EM7
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.	**SE/TE:** Quest Findings: Wind Makes It Go, 28 uEngineer It!: The Problem with a Tree, 218-219
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).	**SE/TE:** uConnect Lab: How do things move?, 4 uInvestigate Lab: How can we make objects move?, 7 uInvestigate Lab: How do objects move?, 13 STEM Quest Check-In: How can you build your sail car?, 16-17 uInvestigate Lab: How do you roll?, 21 Quest Check-In: How does wind move my sail car?, 26 Quest Findings: Wind Makes It Go, 28 uDemonstrate Lab: How do objects change their motion?, 34-35

SE = Student Edition **TE = Teacher's Edition**

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