

A Correlation of
Elevate Science
Life ©2019



To the

Wisconsin Standards for Science
Life Science
Grades 6-8

A Correlation of Elevate Science: Life ©2019 to the Wisconsin Standards for Life Science, Grades 6-8

Introduction

This document demonstrates how ***Elevate Science Life, Earth, and Physical*** ©2019 Topics and themes align to the Wisconsin Standards for Middle School Life Sciences. Correlation references are to the Student and Teacher's Editions and cited at the page level in print, as well as Realize™ digital assets.

Savvas is proud to introduce ***Elevate Science*** Middle Grades – where exploration is the heart of science! Designed to address the rigors of new science standards, students will experience science up close and personal, using real-world, relevant phenomena to solve project-based problems. Our newest program 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 arguments. The blended print and digital curriculum covers all Next Generation Science Standards at every grade level.

Elevate Science helps teachers transform learning, promote innovation, and manage their classroom.

Transform science classrooms by immersing students in active, three-dimensional learning.

Elevate Science engages students with real-world tasks, open-ended Quests, uDemonstrate performance-based labs, and in the engineering/design process with uEngineer It! investigations.

- A new 3-D learning model enhances best practices.
- Engineering-focused features infuse STEM learning.
- Phenomena-based activities put students at the heart of a Quest for knowledge.

Innovate learning by focusing on 21st century skills.

Students are encouraged to think, collaborate, and innovate! With ***Elevate Science***, students explore STEM careers, experience engineering activities, and discover our scientific and technological world. The content, strategies, and resources of *Elevate Science* equip the science classroom for scientific inquiry and science and engineering practices.

- Problem-based learning Quests put students on a journey of discovery.
- STEM connections help integrate curriculum.
- Coding and innovation engage students and build 21st century skills.

Manage the classroom with confidence.

Teachers will lead their class in asking questions and engaging in argumentation. Evidence-based assessments provide new options for monitoring student understanding.

- Professional development offers practical point-of-use support.
- Embedded standards in the program allow for easy integration.
- ELL and differentiated instruction strategies help instructors reach every learner.
- Interdisciplinary connections relate science to other subjects.

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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Wisconsin Standards for Science Life Science, Grades 6-8	Elevate Science: Life ©2019
Life Science Standards	
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.A Structure and Function	
SCI.LS1.A.m All living things are made up of cells. In organisms, cells work together to form tissues and organs that are specialized for particular body functions.	SE/TE: Cellular Organization, 6 Microorganisms, 27 Bacterial Cell Structures, 30 Model It!: Bacterial Cell Structure, 30-31 Protists, 33 Fungi, 34 Form and Function, 39 Characteristics of Plants, 40 Plant Cell Features: Figure 2, 40 Vascular Plants, 42 Nonvascular Plants 43 Structure of Animals, 44 Lesson 4 Check: 1. Determine Similarities, 49 Topic 1 Review and Assess, 50-51 Evidence-Based Assessment, 52-53 uDemonstrate Lab: It's Alive, 54-57 The Essential Question, 59 Quest Kickoff: How can you design a model exhibit for a science museum, 60-61 Cells, 63 Cell Theory, 64-66 Extraordinary Science, 71 Parts of a Cell, 73 Plant and Animal Cell Difference: Figure 2, 74-75 Organelles in the Cytoplasm, 76-77 The Control Center of a Cell: Figure 3, 76 Cells Working Together, 79-80 Function of the Cell Membrane, 84-87 Topic 2 Review and Assess, 118-119 Evidence-Based Assessment, 120-121 Quest Findings, 121 uConnect Lab, 129A-129B Organization of the Body, 131 Cells and Tissues, 132 Organs and Systems, 133

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<p align="center">Wisconsin Standards for Science Life Science, Grades 6-8</p>	<p align="center">Elevate Science: Life ©2019</p>
<p>Continued: SCI.LS1.A.m All living things are made up of cells. In organisms, cells work together to form tissues and organs that are specialized for particular body functions.</p>	<p>Continued: Human Organ Systems, 134-135 Organ Systems in the Human Body: Figure 5, 136-137 Lesson 1 Check, 138 Systems Working Together, 141-145 Homeostasis, 146-147 Case Study: Agents of Infection, 150-151 Food and Energy, 153 The Circulatory System, 165 TE only: Focus on Mastery!, 26</p> <p>Realize™ Digital Resources: Topic 1: Living Things in the Biosphere >Lesson 1, Living Things>Video: Living Things;>Investigate Lab: Cheek Cells;>Interactivity: What All Living Things Have in Common >Lesson 3, Viruses, Bacteria, Protists, and Fungi>Document: The Smallest Living Things;>Video: Viruses, Bacteria, Protists, and Fungi;>Interactivity: Life as a Single Cell;>Investigate Lab: Life in a Drop of Pond Water >Lesson 4, Plants and Animals>Interactivity: So Many Cells;>Interactivity: Different Cells, Different Jobs Topic 2: The Cell System >Lesson 1, Structure and Function of Cells>Interactivity: In Common;>Virtual Lab: Living or Not?;>Investigate Lab: Observing Cells;>Interactivity: Through a Microscope >Lesson 2, Cell Structures>Inquiry Warm-Up Lab: How Large Are Cells;>Investigate Lab: Comparing Cells; Interactivity: Build a Cell Wall;> Interactivity: Structure Function Junction;>Interactivity: Specialized Cells; Quest Check-In Lab: Make a Model Cell >Lesson 3, Obtaining and Removing Materials>Interactivity: Cell Transport;>Video: Cell Structures;>Investigate Lab: Egg-speriment with a Cell;>Interactivity: Entering and Leaving a Cell >Topic Close>Quest Findings>Interactivity: Reflect on Your Museum Exhibit</p>

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<p>Continued: SCI.LS1.A.m All living things are made up of cells. In organisms, cells work together to form tissues and organs that are specialized for particular body functions.</p>	<p>Continued: Realize™ Digital Resources: Topic 3: Human Body Systems >Topic Opener>uConnect Lab: How Is Your Body Organized >Lesson 1, Body Organization> Inquiry Warm-Up Lab: System-actually Organized;>uInvestigate Lab: Observing Cells and Tissues;>Interactivity: Human Body Systems;>Interactivity: Interacting Systems >Lesson 2, Systems Interacting>uInvestigate Lab: Parts Working Together;>Interactivity: Communication and Homeostasis >Lesson 3, Supplying Energy>Interactivity: A Day in the Life of a Cell >Lesson 4, Managing Materials>uInvestigate Lab: Body Systems Working Together</p>
SCI.LS1.B Growth and Development of Organisms	
<p>SCI.LS1.B.m Animals engage in behaviors that increase the odds of reproduction. An organism’s growth is affected by both genetic and environmental factors.</p>	<p>SE/TE: The Essential Question, 195 Animal Behavior, 219-221 Reproductive Strategies, 222-225 Growth and Development of Organisms, 229 Animal Growth, 233-236 Topic 4 Review and Assess, 240-241 Evidence-Based Assessment, 242-243 uDemonstrate Lab: Clean and Green, 244-247</p> <p>Realize™ Digital Resources: Topic 5: Reproduction and Growth Topic Launch>Quest Kickoff>Video: Construction Without Destruction >Lesson 3, Animal Behaviors for Reproduction>Interactivity: They’re Acting Like Animals;>Video: Animal Behaviors for Reproduction;>uInvestigate Lab: Behavior Cycles;>Interactivity: Fireflies >Lesson 4, Factors Influencing Growth>Interactivity: Breeding Bigger Bovines;>Interactivity: See How They Grow >Topic Close>Quest Findings>Interactivity: Reflect on Your Basketball Court Plans</p>

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SCI.LS1.C Organization for Matter and Energy Flow in Organisms	
SCI.LS1.C.m Plants use the energy from light to make sugars through photosynthesis. Within individual organisms, food is broken down through a series of chemical reactions that rearrange molecules and release energy.	<p>SE/TE: Living Things and Energy, 99-101 Photosynthesis, 102-103 Expressing Photosynthesis, 104-105 Energy and Cellular Respiration, 109-112 Fermentation, 113-114 Topic 2 Review and Assess, 118-119 Energy and Matter Transfer, 266-269 Model It!: Food Web, 267</p> <p>Realize™ Digital Resources: Topic 2: The Cell System >Lesson 5, Photosynthesis>Interactivity: Making Food for Cells;>Video: Photosynthesis;>Investigate Lab: Energy from the Sun;>Interactivity: Flower Food >Lesson 6, Cellular Respiration>Inquiry Warm-Up Lab: Cellular Respiration;>Video: Cellular Respiration;>Investigate Lab: Exhaling Carbon Dioxide;>Interactivity: Making Energy for Cell</p> <p>Topic 5: Ecosystems >Lesson 2, Energy Flow in Ecosystems>Interactivity: Food Sources;>Interactivity: Energy Roles and Flows;>Video: Energy Flow in Ecosystems</p>
SCI.LS1.D Information Processing	
SCI.LS1.D.m Each sense receptor responds to different inputs, transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain resulting in immediate behavior or memories.	<p>SE/TE: Levels of Organization, 132 Nervous System, 177-181 Endocrine System, 182-184 Lesson 5 Check, 185 Topic 3 Review and Assess, 186-187 Evidence-Based Assessment, 188-189</p> <p>TE Only: Lower Digestive System, 158 Focus on Mastery!, 164</p> <p>Realize™ Digital Resources: Topic 3; Human Body Systems >Lesson 5, Controlling Processes>Inquiry Warm-Up Lab: How Does your Knee React?;>Investigate Lab: What Are the Parts of the Nervous System?;>Interactivity: Flex Your Reflexes</p>

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<p>MS-LS1-1 Conduct an investigation to provide evidence that living things are made of cells, either one cell or many different numbers and types of cells.</p>	<p>Realize™ Digital Resources: Topic 1: Living Things in the Biosphere >Lesson 1, Living Things>uInvestigate Lab: Cheek Cells; >Interactivity: What All Living Things Have in Common Topic 2: The Cell System >Lesson 1, Structure and Function of Cells> Virtual Lab: Living or Not?;>uInvestigate Lab: Observing Cells >Lesson 2, Cell Structures>Inquiry Warm-Up Lab: How Large Are Cells;>uInvestigate Lab: Comparing Cells; Interactivity: Build a Cell Wall; >Quest Check-In Lab: Make a Model Cell >Lesson 3, Obtaining and Removing Materials> uInvestigate Lab: Egg-speriment with a Cell;>Interactivity: Entering and Leaving a Cell Topic 3: Human Body Systems >Topic Opener>uConnect Lab: How Is Your Body Organized >Lesson 1, Body Organization> Inquiry Warm-Up Lab: “System-actically” Organized;>uInvestigate Lab: Observing Cells and Tissues >Lesson 3, Supplying Energy>Interactivity: A Day in the Life of a Cell</p>

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<p>MS-LS1-2 Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.</p>	<p>SE/TE: Plan It!: Plastic or Wood?, 67 Connect It!, 72-73 Plant and Animal Cell Differences: SEP Develop Models, 74-75 Model It!: The Substance of Life, 77 Organelles Up Close, 78 Lesson 2 Quest Check-In, 81 A Selective Barrier: SEP Use Models, 84 Model It!: Raisins No More, 86 Lesson 3 Quest Check-In, 89 uEngineer It!: Artificial Transport Channels, 91 Lesson 4 Check, 97 Topic 2 Review and Assess, 118-119 Evidence-Based Assessment, 120-121</p> <p>Realize™ Digital Resources: Topic 2: The Cell System >Topic Launch>Quest Kickoff>Video: Cells on Display >Lesson 2, Cell Structures>Inquiry Warm-Up Lab: How Large Are Cells;>Investigate Lab: Comparing Cells;>Interactivity: Build a Cell;>Interactivity: Structure Function Junction;>Interactivity: Specialized Cells;>Quest Check-In Lab: Make a Model Cell >Lesson 3, Obtaining and Removing Materials>Interactivity: Cell Transport;>Investigate Lab: Egg-speriment with a Cell;>Interactivity: Entering and Leaving a Cell;>Quest Check-In>Interactivity: Put Your Cells in Motion >Lesson 4, Cell Division>Investigate Lab: Modeling Mitosis;>Interactivity: The Cell Cycle >Topic Close>Quest Findings>Interactivity: Reflect on Your Museum Exhibit</p>

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<p>MS-LS1-3 Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.</p>	<p>SE/TE: Quest Kickoff: How do your body systems interact when you train for your favorite sport?, 128-129 uConnect Lab: How Is Your Body Organized?, 129A-129B Literacy Connection: Support Author’s Claim, 135 Reading Check: Cite Text Evidence, 137 Lesson 1 Check, 138 Reading Check: Cite Text Evidence, 145 Case Study: Agents of Infection, 150-151 Literacy Connection: Write Arguments, 153 Reading Check: Write Arguments, 161 Lesson 3 Check, 162 Draw Evidence, 169 Lesson 4 Check, 175 Evidence-Based Assessment, 188-189 Quest Findings, 189 uDemonstrate Lab: Reaction Research, 190-191</p> <p>Realize™ Digital Resources: Topic 3: Human Body Systems >Topic Launch>Quest Kickoff>Video: Peak Performance Plan;>uConnect Lab: How Is Your Body Organized? >Lesson 1, Body Organization>uInvestigate Lab: Observing Cells and Tissues;>Interactivity: Human Body Systems;>Interactivity: Interacting Systems >Lesson 2, Systems Interacting>Interactivity: Growth Spurt;>uInvestigate Lab: Parts Working Together;>Virtual Lab: Physiology and Fitness >Lesson 3, Supplying Energy>uInvestigate Lab: Measuring Calories;>Interactivity: Investigating Cells and Homeostasis >Lesson 4, Managing Materials>uInvestigate Lab: Body Systems Working Together >Topic Close>Quest Findings>Interactivity: Reflect on Peak Performance</p>

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<p>MS-LS1-4 Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.</p>	<p>SE/TE: The Essential Question, 195 Flower Plants and Their Jobs, 214 Lesson 2 Check, 5: Construct Explanations, 216 Connect It!, 218 Lesson 3 Check, 2: Evaluate Evidence, 226 Animal Growth, 233-236 Topic 4 Review and Assess, 240-241 Evidence-Based Assessment, 242-243 uDemonstrate Lab: Clean and Green, 244-247</p> <p>Realize™ Digital Resources: Topic 4: Reproduction and Growth >Lesson 2, Plant Structures for Reproduction>Interactivity: Designer Flowers;>uInvestigate Lab: Modeling Flowers;>Interactivity: Plants and Pollinators >Lesson 3, Animal Behaviors for Reproduction>Interactivity: They're Acting Like Animals;>Video: Animal Behaviors for Reproduction;>uInvestigate Lab: Behavior Cycles;>Interactivity: Fireflies >Lesson 4, Factors Influencing Growth>Interactivity: Breeding Bigger Bovines;>Interactivity: See How They Grow</p>

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<p>MS-LS1-5 Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.</p>	<p>SE/TE: Lesson 2 Quest Check-In, 216 Lesson 3 Quest Check-In, 226 Connect It!, 228 Lesson 4 Check, 3: Construct Explanations, 237 Lesson 4 Quest Check-In, 237 Case Study: Warmer Waters, Fewer Fish, 238-239 Topic 4 Review and Assess, 240-241 Evidence-Based Assessment, 242-243 uDemonstrate Lab: Clean and Green, 244-247</p> <p>Realize™ Digital Resources: Topic 4: Reproduction and Growth >Topic Launch>Quest Kickoff>Video: Construction without Destruction >Lesson 2, Plant Structures for Reproduction>Quest Check-In>Interactivity: Protect the Plants >Lesson 3, Animal Behaviors for Reproduction>Quest Check-In>Interactivity: The Mating Game >Lesson 4, Factors Influencing Growth>uInvestigate Lab: What Are the Factors?;>uInvestigate Lab: Watching Roots Grow;> Interactivity: Breeding Bigger Bovines;>Interactivity: See How They Grow;>Quest Check-In>Interactivity: Make Your Construction Case >Topic Close>Quest Findings>Interactivity: Reflect on Your Basketball Court Plans</p>

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MS-LS1-6 Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.	<p>SE/TE: Expressing Photosynthesis, 104-105 Lesson 5 Check, 8: Construct Explanations, 106</p> <p>Realize™ Digital Resources: Topic 2: The Cell System >Lesson 5, Photosynthesis>Interactivity: Making Food for Cells;>Video: Photosynthesis;>Investigate Lab: Energy from the Sun;>Interactivity: Flower Food</p>
MS-LS1-7 Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.	<p>SE/TE: Model It!: Trace Energy to the Sun, 101 Connect It!, 108-109 Case Study: The Mighty Mole-Rat, 116-117 Topic 2 Review and Assess, 118-119</p> <p>Realize™ Digital Resources: Topic 2: The Cell System >Lesson 5, Photosynthesis>Investigate Lab: Energy from the Sun >Lesson 6, Cellular Respiration>Inquiry Warm-Up Lab: Cellular Respiration;>Investigate Lab: Exhaling Carbon Dioxide</p>
MS-LS1-8 Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.	<p>SE/TE: Quest Kickoff: How do your body systems interact when you train for your favorite sport? Lesson 5 Quest Check-In, 185 Investigate Lab: Reaction Research, 190-193</p> <p>Realize™ Digital Resources: Topic 3: Human Body Systems >Topic Launch>Quest Kickoff>Video>Peak Performance Plan >Lesson 5, Controlling Processes>Quest Check-In>Interactivity: Why Practice Make Perfect >Topic Close>Quest Findings>Interactivity: Reflect on Peak Performance Plan</p>

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<p>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.</p>	
<p>SCI.LS2.A Interdependent Relationships in Ecosystems</p>	
<p>SCI.LS2.A.m Organisms and populations are dependent on their environmental interactions both with other living things and with nonliving factors, any of which can limit their growth. Competitive, predatory, and mutually beneficial interactions vary across ecosystems but the patterns are shared.</p>	<p>SE/TE: Quest Kickoff: What do you think is causing Pleasant Pond to turn green?, 250-251 Organisms and Habitats, 253-254 Factors That Limit Population Growth, 258 Lesson 1 Check, 259 Lesson 1 Quest Check-In, 259 Case Study: The Case of the Disappearing Cerulean Warbler, 260-261 Lesson 2 Quest Check-In, 270 Lesson 3 Quest Check-In, 280 Topic 5 Review and Assess, 282-283 Quest Findings, 285 uConnect Lab: How Communities Change, 290, 293A-293B Adaptations and Survival, 295-296 Competition and Predation, 297-300 Symbiotic Relationships, 300-302 Ecosystem Disruptions and Population Survival, 308-309 Lesson 2 Check-In, 310 Case Study: The Dependable Elephant, 325-326 Topic 6 Review and Assess, 336-337 uDemonstrate Lab: Changes in an Ecosystem, 340-343</p> <p>Realize™ Digital Resources: Topic 5: Ecosystems >Topic Launch>Quest Kickoff>Video: Mystery at Pleasant Pond >Lesson 1, Living things and the Environment>Inquiry Warm-Up Lab: Lining Up the Neighborhood;>uInvestigate Lab: Modeling a Dam;>Quest Check-In>Interactivity: Suspicious Activities >Lesson 2, Energy Flow in Ecosystems>Quest Check-In>Interactivity: Nutrients and Aquatic Organisms</p>

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<p>Continued: SCI.LS2.A.m Organisms and populations are dependent on their environmental interactions both with other living things and with nonliving factors, any of which can limit their growth. Competitive, predatory, and mutually beneficial interactions vary across ecosystems but the patterns are shared.</p>	<p>Continued: >Lesson 3, Cycles of Matter>Quest Check-In>Interactivity: Matter and Energy in a Pond >Topic Close>Quest Findings>Interactivity: Reflections on a Pond Topic 6: Populations, Communities, and Ecosystems >Topic Launch>uConnect Lab: How Communities Change >Lesson 1, Interactions in Ecosystems>Interactivity: Competition in Daily Life;>Interactivity: Life on the Reef;>uInvestigate Lab: Competition and Predation; Interactivity: Symbiotic Relationships; Interactivity: Shared Interactions >Lesson 2, Dynamic and Resilient Ecosystems>uInvestigate Lab: Primary or Secondary;>Interactivity: A Butterfly Mystery</p>

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SCI.LS2.B Cycles of Matter and Energy Transfer in Ecosystems	
<p>SCI.LS2.B.m The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem. Food webs model how matter and energy are transferred among producers, consumers, and decomposers as the three groups interact within an ecosystem.</p>	<p>SE/TE: Energy Use, 7 Energy Roles in the Ecosystem, 263-265 Energy and Matter Transfer, 266-269 Lesson 2 Check, 270 uEngineer It!: Eating Oil, 271 Conservation of Matter and Energy, 273 Water Cycle, 274-275 Carbon and Oxygen Cycles, 276-277 Nitrogen Cycle in Ecosystems, 278-279 Lesson 3 Check, 280 Extraordinary Science: An Appetite for Plastic, 281 Topic 5 Review and Assess, 282-283 Evidence-Based Assessment, 284-285 uDemonstrate Lab: Last Remains, 286-289</p> <p>Realize™ Digital Resources: Topic 5: Ecosystems >Lesson 2, Energy Flow in Ecosystems>Interactivity: Food Sources;>uInvestigate Lab: Observing Decomposers;>Video: Energy Flow in Ecosystems;>Virtual Lab: Chesapeake Bay Ecosystem Crisis;>Interactivity: A Changing Ecosystem Lesson 2>uEngineer It!>Interactivity: Cleaning an Oil Spill >Lesson 3, Cycles of Matter>Interactivity: Recycling Your Energy;>uInvestigate Lab: Following Water;>Interactivity: Cycles of Matter;>Video: Cycles of Matter; Interactivity: Earth’s Recyclables</p>

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SCI.LS2.C Ecosystem Dynamics, Functioning, and Resilience	
<p>SCI.LS2.C.m Ecosystem characteristics vary over time. Disruptions to any part of an ecosystem can lead to shifts in all of its populations. The completeness or integrity of an ecosystem’s biodiversity is often used as a measure of its health.</p>	<p>SE/TE: uConnect Lab: How Communities Change, 290, 293A-293B uConnect Lab: How Communities Change, 293A-293B Lesson 1 Quest Check-In, 303 Succession, 305-307 Ecosystem Disruptions and Population Survival, 308-309 Lesson 2 Check, 310 The Value of Biodiversity, 313-315 Factors Affecting Biodiversity, 316-318 Human Impact, 319-322 Lesson 3 Check, 323 Lesson 3 Check-In, 323 Topic 6 Review and Assess, 336-337 Evidence-Based Assessment, 338-339 Quest Findings, 339 uDemonstrate Lab: Changes in an Ecosystem, 340-343</p> <p>Realize™ Digital Resources: Topic 6: Populations, Communities, and Ecosystems >Lesson 1, Interaction in Ecosystems>Quest Check-In>Interactivity: Research Animal Crossings >Lesson 2, Dynamic and Resilient Ecosystems>Interactivity: Ecosystem Disruption;>Interactivity: Succession in an Ecosystem;>uInvestigate Lab: Primary or Secondary;>Interactivity: A Butterfly Mystery;>Quest Check-In>Interactivity: Community Options >Lesson 3, Biodiversity>Document: Biodiversity and Humans;>Video: Biodiversity;>uInvestigate Lab: Modeling Keystone Species;>Interactivity: Biodiversity in the Amazon;>Interactivity: Human Impacts on Biodiversity;>Quest Check-In Lab: Design and Model a Crossing >Topic Close>Quest Findings>Interactivity: Reflect on Your Animal Crossing</p>

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SCI.LS2.D Social Interactions and Group Behavior	
<p>SCI.LS2.D.m Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on -- for example, water purification and recycling.</p>	<p>SE/TE: The Value of Biodiversity, 313-315 Factors Affecting Biodiversity, 316-318 Human Impact, 319-322 Lesson 3 Check, 323 Ecosystem Services, 327-330 Factors Impacting Ecosystem Services, 331-332 Conservation, 333 Lesson 4 Check</p> <p>Realize™ Digital Resources: Topic 6: Populations, Communities, and Ecosystems >Lesson 3, Biodiversity>Document: Biodiversity and Humans;>Video: Biodiversity;>Investigate Lab: Modeling Keystone Species;>Interactivity: Biodiversity in the Amazon;>Interactivity: Human Impacts on Biodiversity >Lesson 4, Ecosystem Services>Interactivity: Diverse Systems;>Interactivity: Maintaining Healthy Ecosystems;>Investigate Lab: Ecosystem Impacts;>Interactivity: Walk This Way</p>

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<p>MS-LS2-1 Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.</p>	<p>SE/TE: uConnect Lab: Every Breath You Take, 248, 251A-251B Quest Kickoff: What do you think is causing Pleasant Pond to turn green?, 250-251 Math Toolbox: Graphing Population Changes, 256 Lesson 1 Check, 259 Lesson 1 Quest Check-In, 259 Case Study: The Case of the Disappearing Cerulean Warbler, 260-261 Lesson 2 Quest Check-In, 270 Connect It!, 272 Math Toolbox: Dependent and Independent Variables, 279 Lesson 3 Quest Check-In, 280 uDemonstrate Lab: Last Remains, 286-289 uConnect Lab: How Communities Change, 290, 293A-293B Math Toolbox: Predator-Prey Interactions, 299 Lesson 1 Check, 303 uDemonstrate Lab: Changes in an Ecosystem, 340-343</p> <p>Realize™ Digital Resources: Topic 5: Ecosystems >Lesson 1, Living Things and the Environment>Inquiry Warm-Up Lab: Lining Up the Neighborhood;>Interactivity: There’s No Place Like Home;>Interactivity: Factors Affecting Growth; Interactivity: An Ecological Mystery; uInvestigate Lab: Elbow Room; uInvestigate Lab: Modeling a Dam;>Quest Check-In>Interactivity: Suspicious Activities >Lesson 2, Energy Flow in the Ecosystem>Quest Check-In>Interactivity: Nutrients and Aquatic Organisms Lesson 3, Cycles of Matter>Quest Check-In>Interactivity: Matter and Energy in a Pond >Topic Close>Quest Findings>Interactivity: Reflections on a Pond</p>

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<p>MS-LS2-2 Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.</p>	<p>SE/TE: Lesson 1 Check, 259 Lesson 2 Check, 270 The Essential Question, 291 Connect It!, 294 Reading Check: Integrate with Visuals/SEP Construct Explanations, 302 Lesson 1 Check, 303 Lesson 2 Check, 310 Case Study: The Dependable Elephant, 324-325 Topic 6 Review and Assess, 336-337</p> <p>Realize™ Digital Resources: Topic 6: Populations, Communities, and Ecosystems Dynamic and Resilient Ecosystems>Interactivity: Succession in an Ecosystem</p>
<p>MS-LS2-3 Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.</p>	<p>SE/TE: Model It!: Trace Energy to the Source, 101 uEngineer It!: An Artificial Leaf, 107 Topic 2 Evidence-Based Assessment, 120-121 uConnect Lab: Every Breath You Take, 248, 251A-251B Quest Kickoff: What do you think is causing Pleasant Pond to turn green?, 250-251 uConnect Lab: Every Breath You Take, 251A-251B Life and Death in an Alaska Stream, Figure 2: SEP Develop Models, 264-265 Food Chain, Figure 3: CCC System Models, 266 Model It!: Food Web, 267 Lesson 2 Check, 270 Lesson 2 Quest Check-In, 270 uEngineer It!: Eating Oil, 271 Model It!: Where does your water come from?, 274 Nitrogen Cycle, Figure 5: CCC System Models, 278 Lesson 3 Check, 281 Lesson 3 Quest Check-In, 280 Topic 5 Review and Assess, 282-283 Evidence-Based Assessment, 284-285 Quest Findings, 285 uDemonstrate Lab: Last Remains, 286-289</p>

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<p>Continued: MS-LS2-3 Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.</p>	<p>Continued: Realize™ Digital Resources: Topic 5: Ecosystems >Topic Launch> uConnect Lab: Every Breath You Take;> Quest Kickoff: Video: Mystery at Pleasant Pond >Lesson 2, Energy Flow in the Ecosystem>uInvestigate Lab: Observing Decomposers;>Quest Check-In>Interactivity: Nutrients and Aquatic Organisms uEngineer It!>Interactivity: Cleaning an Oil Spill Lesson 3, Cycles of Matter>uInvestigate Lab: Following Water;>Interactivity: Earth's Recyclables;>Quest Check-In>Interactivity: Matter and Energy in a Pond >Topic Close>Quest Findings>Interactivity: Reflections on a Pond</p>
<p>MS-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.</p>	<p>SE/TE: uConnect Lab: How Communities Change, 290, 293A-293B Lesson 2 Check, 310 Citizen Scientists, Figure 8: SEP Engage in Argument, 321 Lesson 3 Check, 323 uDemonstrate Lab: Changes in an Ecosystem, 340-343</p> <p>Realize™ Digital Resources: Topic 6: Populations, Communities, and Ecosystems >Topic Launch>uConnect Lab: How Communities Change</p>

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<p>MS-LS2-5 Evaluate competing design solutions for maintaining biodiversity and ecosystem services.</p>	<p>SE/TE: Quest Kickoff: Should an Animal Crossing Be Constructed in My Community?, 292-293 Lesson 1 Quest Check-In, 303 Lesson 2 Quest Check-In, 310 Question It!: Endangered Species, 317 Lesson 3 Quest Check-In, 323 Biodiversity in Ecosystems: Figure 4: Specify Design Constraints, 331 Design It!: Ecological Restoration, 333 Lesson 4 Check, 334 uEngineer It!: From Bulldozers to Biomes, 335 Quest Findings, 339</p> <p>Realize™ Digital Resources: Topic 6: Populations, Communities, and Ecosystems >Topic Launch>Quest Kickoff>Video: To Cross or Not to Cross >Lesson 1, Interactions in Ecosystems>Quest Check-In>Interactivity: Research Animal Crossings >Lesson 2, Dynamic and Resilient Ecosystems>Quest Check-In>Interactivity: Community Options >Lesson 3, Biodiversity>Quest Check-In Lab: Design a Model Crossing >Lesson 4, Ecosystem Services>Investigate Lab: Ecosystem Impacts;>Interactivity: Walk This Way >Topic Close>Quest Findings>Interactivity: Reflect on Your Animal Crossing</p>

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<p>SCI.LS3 Students use science and engineering practices, crosscutting concepts, and an understanding of heredity to make sense of phenomena and solve problems.</p>	
<p>SCI.LS3.A Inheritance of Traits</p>	
<p>SCI.LS3.A.m Genes chiefly regulate a specific protein, which affect an individual's traits.</p>	<p>SE/TE: Case Study: Cephalopods, Special Edition, 358-359 The Genetic Code, 371 DNA Replication, 372-373 Making Proteins, 374-377 Lesson 3 Check, 378 Chromosomes and Variations, 382-383 Protein Changes, 390</p> <p>Realize™ Digital Resources: Topic 7: Genes and Heredity >Lesson 3, Genetic Coding and Protein Synthesis>Interactivity: The Role of DNA;>Video: Genetic Coding and Protein Synthesis;>Investigate Lab: Modeling Protein Synthesis;>Interactivity: Making Proteins</p>

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SCI.LS3.B Variation of Traits	
SCI.LS3.B.m In sexual reproduction, each parent contributes half of the genes acquired by the offspring resulting in variation between parent and offspring. Genetic information can be altered because of mutations, which may result in beneficial, negative, or no change to proteins in or traits of an organism.	<p>SE/TE: Sexual Reproduction, 200-201 Inherited Traits, 202-204 Genes and the Environment, 205-207 Mendel’s Observations, 349-350 Alleles Affect Inheritance, 351-352 Probability and Heredity, 353-355 Genotype, 356 Case Study: Cephalopods, Special Edition, 358-359 Chromosomes and Genes, 361-363 Using a Pedigree, 364 Forming Sex Cells, 365-367 Chromosomes and Variations, 382-383 Types of Mutations, 384-385 Environmental Factors, 386-387 Mutations in Reproduction, 388-390 Controversies of DNA Use, 400</p> <p>Realize™ Digital Resources: Topic 4: Reproduction and Growth >Lesson 1, Patterns of Reproduction>Interactivity: Animal Reproduction;>Investigate Lab: Comparing Methods of Reproduction; Interactivity: Inheritance of Traits; Investigate Lab: Is It All in the Genes?;>Interactivity: Twin Studies Topic 7: Genes and Heredity >Lesson 1, Patterns of Inheritance>Inquiry Warm-Up Lab: How Tall Is Tall;>Interactivity: Making copies;>Investigate Lab: Observing Pistils and Stamens;>Interactivity: Pea Plant Puzzle;>Video: Patterns of Inheritance >Lesson 2, Chromosomes and Inheritance>Interactivity: It Runs in the Family;>Investigate Lab: Chromosomes and Inheritance;>Interactivity: Look Inside;>Video: Chromosomes and Inheritance;>Interactivity: Colorful Chromosomes >Lesson 4, Trait Variations>Investigate Lab: Observing Traits;>Interactivity: Sex-Linked Traits and Disorders;>Video: Trait Variations;>Interactivity: Genetic Crosses; Interactivity: Track Your Traits</p>

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<p>MS-LS3-1 Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.</p>	<p>SE/TE: Quest Kickoff: How can you sell a new fruit?, 346-347 Design It!: SEP Develop Models, 373 Model It!: SEP Use Models, 377 Lesson 3 Check, 378 Inheriting Sex Chromosomes, Figure 2: SEP Use Models, 382 Model It!: Mutations and Protein Construction, 385 Nondisjunction, Figure 8: SEP Use Models, 388 Comparing Karyotypes, Figure 9: SEP Use Models, 389 Lesson 4 Check, 391 Lesson 4 Quest Check-In, 391 Topic 7 Review and Assess, 402-403 Quest Findings, 405</p> <p>Realize™ Digital Resources: Topic 7: Genes and Heredity >Topic Launch>Quest Kickoff>Video: Funky Fruit >Lesson 3, Genetic Coding and Protein Synthesis>Investigate Lab: Modeling Protein Synthesis;>Interactivity: Making Proteins >Lesson 4, Trait Variations>Interactivity: Sex-Linked Traits and Disorders;>Interactivity: Track Your Traits; Quest Check-In Lab: All in the Numbers >Topic Close>Quest Findings>Interactivity: Reflect on Funky Fruit</p>

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<p>MS-LS3-2 Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information, and sexual reproduction results in offspring with genetic variation.</p>	<p>SE/TE: Model It!: SEP Develop Models, 200 Model It!: CCC Cause and Effect, 203 uConnect Lab: Making More, 344, 347A-347B Quest Kickoff: How can you sell a new fruit?, 346-347 uConnect Lab: Making More, 347A-347B Making a Punnett Square, 354-355 Lesson 1 Quest Check-In, 357 Math Toolbox, Counting on Chromosomes: SEP Model with Mathematics, 363 Model it!: Develop Models, 364 Meiosis, Figure 6: SEP Use Models, 366-367 Lesson 2 Check, 368 Lesson 2 Quest Check-In, 368 Quest Findings, 405 uDemonstrate Lab: Making the Right Call, 406-409</p> <p>Realize™ Digital Resources: Topic 4: Reproduction and Growth >Lesson 1, Patterns of Reproduction>uInvestigate Lab: Comparing Models of Reproduction;>uInvestigate Lab: Is It All in the Genes?</p> <p>Topic 7: Genes and Heredity >Topic Launch>uConnect Lab: Making More;>Quest Kickoff>Video: Funky Fruit >Lesson 1, Patterns of Inheritance>Interactivity: Making Copies;>Interactivity: Offspring Season; Quest Check-In>Interactivity: An Apple Lesson >Lesson 2, Chromosomes and Inheritance>uInvestigate Lab: Chromosomes and Inheritance;>Interactivity: Colorful Chromosomes;>Quest Check-In>Interactivity: About Those Chromosomes >Topic Close>Quest Findings>Interactivity: Reflect on Funky Fruit</p>

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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.A.m The fossil record documents the existence, diversity, extinction, and change of many life forms and their environments through Earth’s history. The fossil record and comparisons of anatomical similarities between organisms enables the inference of lines of evolutionary descent.	<p>SE/TE: Connect It!, 442 The Fossil Record, 443-445 Fossil Evidence of Evolution, 446-447 Comparisons of Anatomy, 448-449 Beginning and End of a Species, 450-452 Case Study: Could Dinosaurs Roar?, 454-455 Using Technology to Study Evolution, 457-461 Gene Transfer Between Species, 462-463 Extraordinary Science: DNA, Fossils, and Evolution, 465</p> <p>Realize™ Digital Resources: Topic 8: Natural Selection Over Time >Lesson 4, Evidence in the Fossil Record>Document: Choose the Right Organism;>Investigate Lab: Finding Proof;>Interactivity: Along the Canyon Wall;>Interactivity: Tiny Clues;>Interactivity: Legs, Arms, Wings, and Flippers;>Video: Evidence in the Fossil Record;>Interactivity: Fossils Around the World >Lesson 5, Other Evidence of Evolution>Investigate Lab: Evidence of Evolution;>Interactivity: Long Necks and Hoofed Feet;>Video: Other Evidence of Evolution</p>

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SCI.LS4.B Natural Selection	
SCI.LS4.B.m Both natural and artificial selection result from certain traits giving some individuals an advantage in surviving and reproducing, leading to predominance of certain traits in a population.	<p>SE/TE: Observing Changes, 415-418 Darwin’s Journey, 419-422 Darwin’s Search for a Mechanism, 425-427 How Natural Selection Works, 427 Selection, 428-429 Genes and Natural Selection, 430-431 Processes of Evolution, 435-438</p> <p>Realize™ Digital Resources: Topic 8: Natural Selection Over Time >Lesson 1, Early Study of Evolution>Inquiry Warm-Up Lab: Flowery Traits, Seedy Variations;>Video: Early Study of Evolution;>Interactivity: Mystery on the Galapagos Islands;>Interactivity: Adaptations and Variations;>Investigate Lab: How Do Species Change Over Time >Lesson 2, Natural Selection>Interactivity: Squirrel Color and Survival;>Interactivity: Species Adaptation;>Investigate Lab: Variations in a Population;>Interactivity: Mice Selection from the Prairie;>Interactivity: Lessons from the Potato Famine;>Virtual Lab: Natural Selection in Butterfly Behavior</p>
SCI.LS4.Cm Adaptation	
SCI.LS4.C.m Species can change over time in response to changes in environmental conditions through adaptation by natural selection acting over generations. Traits that support successful survival and reproduction in the new environment become more common.	<p>SE/TE: Processes of Evolution, 435-438 Sexual Selection, 439 Coevolution, 440</p> <p>Realize™ Digital Resources: Topic 8: Natural Selection and Change Over Time >Lesson 3, The Process of Evolution>Interactivity: Frog Jump;>Investigate Lab: Adaptations of Birds;>Video: The Process of Evolution;>Interactivity: Mutations Aren’t All that Bad;>Interactivity: Separated Species</p>

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SCI.LS4.D Biodiversity and Humans	
<p>SCI.LS4.D.m Changes in biodiversity can influence humans' resources and ecosystem services they rely on.</p>	<p>SE/TE: The Value of Biodiversity, 313-315 Factors Affecting Biodiversity, 316-318 Human Impact, 319-322 Case Study: The Dependable Elephant, 324-325 Ecosystem Services, 327-330 Factors Affecting Ecosystem Services, 331-332 Conservation, 333</p> <p>Realize™ Digital Resources: Topic 6: Populations, Communities, and Ecosystems >Lesson 3, Biodiversity>Document: Biodiversity and Humans;>Video: Biodiversity;>Investigate Lab: Modeling Keystone Species;>Interactivity: Biodiversity in the Amazon;>Interactivity: Human Impacts on Biodiversity >Lesson 4, Ecosystem Services>Interactivity: Diverse Systems;>Interactivity: Managing Healthy Ecosystems;>Video: Ecosystem Services;>Investigate Lab: Ecosystem Impacts;>Interactivity: Walk This Way</p>

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<p>MS-LS4-1 Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.</p>	<p>SE/TE: uConnect Lab: Walking Whales, 413A-413B Quest Kickoff: Why is the migration pattern changing for some European bird populations? Lesson 1 Quest Check-In, 423 Fossils Reveal Early Life, Figure 4: Interpret Photos, 446 Question It!: Interpret Diagrams, 447 Math Toolbox: Homologous Anatomical Structures, 449 Lesson 4 Check, 453 Lesson 5 Quest Check-In Topic 8 Evidence-Based Assessment, 468-469 Quest Findings, 469</p> <p>Realize™ Digital Resources: Topic 8: Natural Selection and Change Over Time >Topic Launch>uConnect Lab: Walking Whales;>Quest Kickoff>Video: A Migration Puzzle >Lesson 1, Early Study of Evolution>Quest Check-In>Interactivity: Meet the Blackcaps >Lesson 4, Evidence in the Fossil Record>Interactivity: Choose the Right Organism;>Interactivity: Along the Canyon Wall;>Interactivity: Legs, Arms, Wings, and Flippers;>Video: Evidence in the Fossil Record;>Interactivity: Fossils Around the World >Lesson 5, Other Evidence of Evolution>Quest Check-In>Interactivity: Prepare Your Report >Topic Close>Quest Findings>Interactivity: Reflect on Blackcap Migration</p>

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<p>MS-LS4-2 Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.</p>	<p>SE/TE: uConnect Lab: Walking Whales, 413A-413B Human Impact on Honeycreepers, Figure 8: Construct Explanations, 453 Lesson 4 Check, 453 Case Study: Could Dinosaurs Roar?, 454-455 Topic 8 Review and Assess, 466-467 uDemonstrate Lab: A Bony Puzzle, 470-473</p> <p>Realize™ Digital Resources: Topic 8: Natural Selection and Change Over Time >Topic Launch>uConnect Lab: Walking Whales >Lesson 4, Evidence in the Fossil Record>uInvestigate Lab: Finding Proof</p>
<p>MS-LS4-3 Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.</p>	<p>SE/TE: Reading the Past, Figure 4: Interpret Photos, 418 Fossils Reveal Early Life, Figure 4: Interpret Photos, 446 Question It!: Interpret Diagrams, 447 Math Toolbox: Homologous Anatomical Structures, 449 Lesson 4 Check, 453</p> <p>Realize™ Digital Resources: Topic 8: Natural Selection and Change Over Time >Lesson 4, Evidence in the Fossil Record>Document: Choose the Right Organism</p>

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<p>MS-LS4-4 Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.</p>	<p>SE/TE: Connect It!: SEP Construct Explanations, 415 Question It!: Construct Explanations, 421 Lesson 1 Check, 423 Math Toolbox: Hatching for Success/SEP Construct Explanations, 428 Model It!: Natural Selection in Action/SEP Construct Explanations, 429 Lesson 2 Check, 432 Lesson 3 Check, 441 Topic 8 Review and Assess, 466-467 Evidence-Based Assessment, 468-469 uDemonstrate Lab: A Bony Puzzle, 470-473</p> <p>Realize™ Digital Resources: Topic 8: Natural Selection and Change Over Time >Lesson 1, Early Study of Evolution>Interactivity: Mystery on the Galapagos Islands;>uInvestigate Lab: How Do Species Change Over Time? >Lesson 2, Natural Selection>uInvestigate Lab: Variations in a Population;>Interactivity: Mice Selection from the Prairie >Lesson 3, The Process of Evolution>Interactivity: Mutations Aren't All that Bad</p>
<p>MS-LS4-5 Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.</p>	<p>SE/TE: Artificial Selection, 393 Genetic Engineering, 394-397 Practical Uses for DNA, 398-400 Lesson 5 Check, 401 Topic 7 Evidence Based Assessment, 404-405</p> <p>Realize™ Digital Resources: Topic 7: Genes and Heredity >Lesson 5, Genetic Technologies>Interactivity: Modifying Food;>Interactivity: DNA Fingerprinting;>Interactivity: Solving Problems with Genetics</p>

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<p>MS-LS4-6 Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.</p>	<p>SE/TE: Math Toolbox: Hatching for Success/SEP Construct Explanations, 429 Lesson 2 Check, 432 Variations from Mutations, 437 Math Toolbox: Homologous Anatomical Structures, 449 Math Toolbox: All in the Family, 461 Lesson 5 Check, 464 Topic 8 Review and Assess, 468-469</p> <p>Realize™ Digital Resources: Topic 8: Natural Selection and Change Over Time >Lesson 5, Other Evidence of Evolution>uInvestigate Lab: Evidence of Evolution</p>
6-8 Crosscutting Concepts	
SCI.CC1 Students use science and engineering practices, disciplinary core ideas, and patterns to make sense of phenomena and solve problems.	
Patterns	
<p>SCI.CC1.m Students recognize macroscopic patterns are related to the nature of microscopic and atomic-level structure. They identify patterns in rates of change and other numerical relationships that provide information about natural and human-designed systems. They use patterns to identify cause and effect relationships and use graphs and charts to identify patterns in data.</p>	<p>SE/TE: Limited Space, Figure 5: CCC Cause and Effect, 258 Lesson 1 Check, 259 Quest Check-In, 259 Quest Kickoff: Should an Animal Crossing Be Constructed in My Community?, 292-293 Lesson 1 Check, 303 Topic 6 Evidence-Based Assessment, 338-339 Quest Findings, 339 Lesson 4 Check, 453 Case Study: Could Dinosaurs Roar?, 454-455</p> <p>Realize™ Digital Resources: Topic 6: Populations, Communities, and Ecosystems >Topic Launch>Quest Kickoff>Video: To Cross or Not to Cross >Topic Close>Quest Findings>Interactivity: Reflect on Your Animal Crossing</p>

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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	
<p>SCI.CC2.m Students classify relationships as causal or correlational, and recognize correlation does not necessarily imply causation. They use cause and effect relationships to predict phenomena in natural or designed systems. They also understand that phenomena may have more than one cause, and some cause and effect relationships in systems can only be explained using probability.</p>	<p>SE/TE: Connect It!: CCC Cause and Effect, 176 Parts of the Nervous System, Figure 3: CCC Cause and Effect, 179 Gigantism, Figure 7: CCC Cause and Effect, 182 Lesson 5 Check, 185 The Essential Question: CCC Cause and Effect, 195 Lesson 1 Check, 207 External and Internal Factors, Figure 6: CCC Cause and Effect Lesson 4 Check, 237 Topic 4 Review and Assess, 240-241 Changes to Population: CCC Cause and Effect, 308 Lesson 2 Check, 310 Probability and Heredity, 353-355 Math Toolbox: Determining Probability, 353</p> <p>TE only: Reproductive Strategies, 222</p> <p>Realize™ Digital Resources: Topic 4: Reproduction and Growth >Lesson 3, Animal Behaviors for Reproduction>uInvestigate Lab: Behavior Cycles Topic 7: Genes and Heredity >Lesson 1, Patterns of Inheritance>Interactivity: Pea Plant Puzzle</p>

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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.m Students observe time, space, and energy phenomena at various scales using models to study systems that are too large or too small. They understand phenomena observed at one scale may not be observable at another scale, and the function of natural and designed systems may change with scale. They use proportional relationships (e.g., speed as the ratio of distance traveled to time taken) to gather information about the magnitude of properties and processes. They represent scientific relationships through the use of algebraic expressions and equations.	SE/TE: uConnect Lab: What Can You See?, 58, 61A-61B Compound Light Microscope, Figure 6: CCC Scale, Proportion, and Quantity, 68 Math Toolbox: Getting the Right Magnification, 69 Math Toolbox: Breathing Without Lungs, 85 Math Toolbox: All in the Balance, 105 Topic 2 Evidence-Based Assessment, 120-121 Math Toolbox: Counting Cells in the Body, 132 Math Toolbox: Monitoring Sodium Intake, 156 Realize™ Digital Resources: Topic 2: The Cell System >Topic Launch>uConnect Lab: What Can You See?, Lesson 1, Structure and Function of Cells>Interactivity: Through a Microscope
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.m Students understand systems may interact with other systems: they may have sub-systems and be a part of larger complex systems. They use models to represent systems and their interactions—such as inputs, processes, and outputs—and energy, matter, and information flows within systems. They also learn that models are limited in that they only represent certain aspects of the system under study.	Topic 2: The Cell System uDemonstrate Lab: Design and Build a Microscope, 122-125 uConnect Lab: How Is Your Body Organized?, 126, 129A-129B Human Organ Systems, 134-135 Organ Systems in the Human Body, Figure 5: CCC Systems and Systems Models, 136-137 Lesson 1 Check, 138 Connect It!: CCC Systems and Systems Models, 140-141 Systems Working Together, 141-145 The Lower Digestive System, 158-161 Human Digestive System, Figure 7: CCC Systems Connect It!: : CCC Systems and Systems Models, 164-165 The Circulatory System, 165-169 Respiratory System, 170-171

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<p>Continued: SCI.CC4.m Students understand systems may interact with other systems: they may have sub-systems and be a part of larger complex systems. They use models to represent systems and their interactions—such as inputs, processes, and outputs—and energy, matter, and information flows within systems. They also learn that models are limited in that they only represent certain aspects of the system under study.</p>	<p>Continued: Systems Work Together, Figure 5: CCC Systems, 170 Excretory System, 172-174 Nervous System, 177-181 Endocrine System, 182-184 Lesson 5 Check, 185 Topic 3 Review and Assess, 186-187 Topic 3 Evidence-Based Assessment, 188-189 Food Chain, Figure 3: CCC Systems Models, 266 Lesson 2 Check, 270 Carbon and Oxygen Cycles, 276-277 Nitrogen Cycle in Ecosystems, 278 Nitrogen Cycle, Figure 5: CCC Systems Models, 278 Lesson 3 Check, 280 Topic 5 Review and Assess, 282-283 Topic 5 Evidence-Based Assessment, 284-285</p> <p>Realize™ Digital Resources: Topic 3: Human Body Systems Topic Launch> uConnect Lab: How Is Your Body Organized? >Lesson 1, Body Organization>Video: Body Organization;>Interactivity: Human Body Systems;>Interactivity: Interacting Systems >Lesson 2, Systems Interacting>Interactivity: Growth Spurt;>Interactivity: Balancing Act;>Investigate Lab: Parts Working Together >Lesson 4, Managing Materials>Inquiry Warm-Up Lab: Your Heart, Your Breathing;>Interactivity: Body Highways and Byways;>Interactivity: Circulatory System;>Interactivity: Testing a Training Plan;>Investigate Lab: Body Systems Working Together</p>

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Wisconsin Standards for Science Life Science, Grades 6-8	Elevate Science: Life ©2019
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	
<p>SCI.CC5.m Students understand matter is conserved because atoms are conserved in physical and chemical processes. They also understand that within a natural or designed system the transfer of energy drives the motion and cycling of matter. Energy may take different forms (e.g., energy in fields, thermal energy, and energy of motion). The transfer of energy can be tracked as energy flows through a designed or natural system.</p>	<p>SE/TE: Connect It!: CCC Energy and Matter, 82-83 Moving Materials in and Out of Cells, 83-88 Photosynthesis of Sugar, Figure 4: CCC Energy and Matter, 102 Lesson 1 Check, 106 Energy and Cellular Respiration, 109-112 Connect It!: CCC Energy and Matter, 262-263 Energy and Matter Transfer, 266-269 Lesson 2 Check, 270 Conservation of Matter and Energy, 272-273 Lesson 3 Check, 280 Topic 5 Review and Assess, 282-283 Topic 5 Evidence-Based Assessment, 284-285</p> <p>Realize™ Digital Resources: Topic 5: Ecosystems >Lesson 2, Energy Flow in Ecosystems>Video: Energy Flow in Ecosystems;>Virtual Lab: Chesapeake Bay Ecosystem Crisis;>Interactivity: A Changing Ecosystem >Lesson 3, Cycles of Matter>Interactivity: Recycling Your Energy;>Interactivity: Cycles of Matter;>Interactivity: Earth’s Recyclables</p>

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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.m Students model complex and microscopic structures and systems and visualize how their function depends on the shapes, composition, and relationships among their parts. They analyze many complex natural and designed structures and systems to determine how they function. They design structures to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used.	SE/TE: Quest Kickoff: How can you design a model exhibit for a science museum?, 60-61 Cells, 63 Cell Theory, 64-69 Lesson 1 Check, 70 Connect It!: CCC Structure and Function, 72-73 Parts of a Cell, 73-78 Plant and Animal Cell Differences, Figure 2: CCC Structure and Function, 74-75 Cells Working Together, 79-80 The Right Job for the Job, Figure 5: CCC Structure and Function, 79 Lesson 2 Check, 81 Function of the Cell Membrane, 84-88 Lesson 3 Quest Check-In: CCC Structure and Function, 89 The Functions of Cell Division, 91 The Cell Cycle, 92-96 Topic 2 Review and Assess, 118-119 Topic 2 Evidence-Based Assessment, 120-121 Quest Findings, 121 Connect It!: CCC Structure and Function, 130-131 Lesson 1 Check, 138 Systems Working Together, 141-145 Special Delivery, Figure 2: CCC Structure and Function, 142 Lower Digestive System, Figure 5: CCC Structure and Function, 159 Case Study: Cephalopods Special Edition, 358-359 DNA Replication, 372-373 Lesson 3 Check, 378 Connect It!: CCC Structure and Function, 380-381 Genetic Engineering, 394-397 Practical Uses for DNA, 398-400 Lesson 5 Check, 401

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<p>Continued: SCI.CC6.m Students model complex and microscopic structures and systems and visualize how their function depends on the shapes, composition, and relationships among their parts. They analyze many complex natural and designed structures and systems to determine how they function. They design structures to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used.</p>	<p>Continued: Realize™ Digital Resources: Topic 1: Living Things in the Biosphere >Lesson 4, Plants and Animals>Interactivity: Different Cells, Different Jobs Topic 2: The Cell System >Topic Launch>Quest Kickoff>Video: Cells on Display >Lesson 1, Structure and Function of Cells>Virtual Lab: Living or Not;>Video: Structure and Function of Cells;>Investigate Lab: Observing Cells;>Interactivity: Through a Microscope >Lesson 2, Cell Structures>Investigate Lab: Comparing Cells;>Interactivity: Build a Cell;>Interactivity: Structure Function Junction;>Video: Cell Structures; Interactivity: Specialized Cells;>Quest Check-in Lab: Make a Cell Model >Lesson 3, Obtaining and Removing Materials>Quest Check-In>Interactivity: Put Your Cells in Motion >Lesson 4, Cell Division>Investigate Lab: Modeling Mitosis;>Interactivity: A Cell Divides;>Interactivity: The Cell Cycle >Topic Close>Quest Findings> Interactivity: Reflect on Your Museum Exhibit Topic 3: Human Body Systems >Lesson 2, Systems Interacting>Interactivity: Growth Spurt;>Investigate Lab: Parts Working Together Topic 7: Genes and Heredity >Lesson 3, Genetic Coding and Protein Synthesis>Video: Genetic Coding and Protein Synthesis;>Investigate Lab: Modeling Protein Synthesis >Lesson 5, Genetic Technologies>Investigate Lab: Extraction in Action;>Interactivity: Solving Problems with Genetics</p>

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Wisconsin Standards for Science Life Science, Grades 6-8	Elevate Science: Life ©2019
<p>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.</p>	
<p>Stability and Change</p>	
<p>SCI.CC7.m Students explain stability and change in natural or designed systems by examining changes over time, and considering forces at different scales, including the atomic scale. They understand changes in one part of a system might cause large changes in another part, systems in dynamic equilibrium are stable due to a balance of feedback mechanisms, and stability might be disturbed by either sudden events or gradual changes that accumulate over time.</p>	<p>SE/TE: Lesson 1 Check, 12 Lesson 4 Check, 49 Hormonal Control, 144-145 Hormones and Puberty: CCC Stability and Change, 144 Quest Kickoff: What do you think is causing Pleasant Pond to turn green?, 250-251 Factors That Limit Population Growth, 258 Lesson 1 Check, 259 Lesson 2 Quest Check-In, 270 Topic 5 Evidence-Based Assessment, 284-285 Quest Findings, 285 uConnect Lab: How Communities Change, 290-293A-293B Succession, 305-307 Ecosystem Disruptions and Population Survival, 308-309 Human Impact, 319-322 Factors Impacting Ecosystem Services, 331-332 Conservation, 333 uDemonstrate Lab: Changes in an Ecosystem, 340-343 Quest Kickoff: Why is the migration pattern changing for some European bird populations?, 412-413 Darwin’s Hypothesis, 422 Quest Check-In, 423 Connect It!: CCC Stability and Change, 424-425 Quest Findings, 469</p>

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<p>Continued: SCI.CC7.m Students explain stability and change in natural or designed systems by examining changes over time, and considering forces at different scales, including the atomic scale. They understand changes in one part of a system might cause large changes in another part, systems in dynamic equilibrium are stable due to a balance of feedback mechanisms, and stability might be disturbed by either sudden events or gradual changes that accumulate over time.</p>	<p>Continued: Realize™ Digital Resources: Topic 3: Human Body Systems >Lesson 2, Systems Interacting>uInvestigate Lab: Parts Working Together;>Virtual Lab: Physiology and Fitness Topic 5: Ecosystems >Topic Launch>Quest Kickoff>Video: Mystery at Pleasant Pond >Lesson 1, Living Things and the Environment>uInvestigate Lab: Modeling a Dam Topic Close>Quest Findings>Interactivity: Topic 6: Populations, Communities, and Ecosystems >Topic Launch> uConnect Lab: How Communities Change >>Lesson 2, Dynamic and Resilient Ecosystems>uInvestigate Lab: Primary or Secondary;>Interactivity: A Butterfly Mystery >Lesson 3, Biodiversity>Interactivity: Human Impacts on Biodiversity >Lesson 4, Ecosystem Services>uInvestigate Lab: Ecosystem Impacts; Interactivity: Walk This Way Topic 8: Natural Selection and Change Over Time >Topic Launch>Quest Kickoff>Video: A Migration Puzzle >Topic Close>Quest Findings>Interactivity: Reflect on Blackcap Migration</p>

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6-8 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.m Students ask questions to specify relationships between variables and clarify arguments and models. This includes the following:	
SCI.SEP1.A.m.1 Ask questions that arise from careful observation of phenomena, models, or unexpected results, to clarify or seek additional information.	SE/TE: Scientific Theories and Laws, 478 Analyzing Scientific Explanations, 479 Evidence and Opinions, 479 Make Meaning, 479 TE Only: Focus on Mastery!, 291
SCI.SEP1.A.m.2 Ask questions to identify and clarify evidence and the premise(s) of an argument.	SE/TE: Human Impact, 319
SCI.SEP1.A.m.3 Ask questions to determine relationships between independent and dependent variables and relationships in models.	SE/TE: Math Toolbox: Independent and Dependent Variables, 279 Science Experiments, 477
SCI.SEP1.A.m.4 Ask questions to clarify or refine a model, an explanation, or an engineering problem.	SE/TE: Question It!: SEP Ask Questions, 96 Question it!: SEP Ask Questions, 317 Realize™ Digital Resources: Topic 2: The Cell System >Topic Launch>Quest Kickoff>Document: Quest Rubric
SCI.SEP1.A.m.5 Ask questions that require sufficient and appropriate empirical evidence to answer.	SE/TE: Evidence and Opinions, 479
SCI.SEP1.A.m.6 Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.	SE/TE: Evolution of the Dolphin, Figure 6: Form a Hypothesis, 22 Academic Vocabulary, 417 Scientific Inquiry, 476 Write About It, 476

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SCI.SEP1.A.m.7 Ask questions that challenge the premise(s) of an argument or the interpretation of a data set.	SE/TE: Analyzing Scientific Explanations, 479
SCI.SEP1.B Defining Problems	
SCI.SEP1.B.m Students define a design problem that can be solved through the development of an object, tool, process, or system, and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.	SE/TE: Quest Findings, 53 Quest Kickoff: Should an Animal Crossing Be Constructed in My Community?, 292-293 Lesson 1 Quest Check-In, 303 Lesson 2 Quest Check-In, 310 Lesson 3 Quest Check-In, 323 Quest Findings, 339 uEngineer It!: Fossils from Bedrock, 433 Define the Problem, 482-483 Develop Possible Solutions, 483 Develop a Solution, 484 Test and Evaluate a Solution, 484 Communicate a Solution, 485 Realize™ Digital Resources: Topic 1: Living Things in the Biosphere >Topic Launch>Quest Kickoff>Document: Quest Rubric Topic 3: Human Body Systems >Topic Launch>Quest Kickoff>Document: Quest Rubric >Lesson 1, Body Organization>uEngineer It!>Interactivity: Advances in Medical technology Topic 6: Populations, Communities, and Ecosystems >Topic Launch>Quest Kickoff>Video: To Cross or Not to Cross;>Document: Quest Rubric >Lesson 1, Interactions in Ecosystems>Quest Check-In: Interactivity: Research Animal Crossings >Lesson 2, Dynamic and Resilient Ecosystems>Quest Check-In>Interactivity: Community Opinions >Lesson 3, Biodiversity>Quest Check-In Lab: Design and Model a Crossing >Topic Close>Quest Findings>Interactivity: Reflect on Your Animal Crossing

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Wisconsin Standards for Science Life Science, Grades 6-8	Elevate Science: Life ©2019
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.m Students develop, use, and revise models to describe, test, and predict more abstract phenomena and design systems. This includes the following:	
SCI.SEP2.A.m.1 Evaluate limitations of a model for a proposed object or tool.	<p>SE/TE: Lesson 2 Quest Check-In: CCC Systems and Systems Models, 24 The Right Cell for the Job, Figure 5: Consider Limitations, 79 Food Chain, Figure 3: CCC System Models, 266 Topic 5 Review and Assess, 283 Scientific Models, 476</p> <p>TE only: Professional Development, 60 Focus on Mastery!/Anchoring Phenomenon,61</p>
SCI.SEP2.A.m.2 Develop or modify a model—based on evidence—to match what happens if a variable or component of a system is changed.	<p>SE/TE: uConnect Lab: How Is Your Body Organized?, 126, 129A-129B uConnect Lab: To Care or Not To Care, 194, 197A-197B uConnect Lab: Every Breath You Take, 248, 251A-251B uDemonstrate Lab: Changes in an Ecosystem, 340-343</p>
SCI.SEP2.A.m.3 Use and develop a model of simple systems with uncertain and less predictable factors.	<p>SE/TE: Model It!: What No Bones?, 135 Organ Systems in the Human Body, Figure 5, 136-137</p> <p>Realize™ Digital Resources: Topic 5: Ecosystems >Lesson 3, Cycles of Matter>Interactivity: Earth's Recyclables</p>
SCI.SEP2.A.m.4 Develop and/or revise a model to show the relationships among variables, including those that are not observable but predict observable phenomena.	<p>SE/TE: Making a Punnett Square, 354-355 Inheriting Sex Chromosomes, Figure 2: SEP Use Models, 382</p>

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<p>SCI.SEP2.A.m.5 Develop and use a model to predict and describe phenomena.</p>	<p>SE/TE: Model It!: SEP Develop Models, 200 Model It!: CCC Cause and Effect, 203 uConnect Lab: Making More, 344, 347A-347B Making a Punnett Square, 354-355 Lesson 1 Quest Check-In, 357 Math Toolbox, Counting on Chromosomes: SEP Model with Mathematics, 363 Model it!: Develop Models, 364 Meiosis, Figure 6: SEP Use Models, 366-367 Lesson 2 Check, 368 Design It!: SEP Develop Models, 373 Model It!: SEP Use Models, 377 Lesson 3 Check, 378 Inheriting Chromosomes, Fig. 2: SEP Models, 382 Model It!: Mutations and Protein Construction, 385 Nondisjunction, Figure 8: SEP Use Models, 388 Comparing Karyotypes, Fig. 9: SEP Use Models, 389 Lesson 4 Check, 391 Lesson 4 Quest Check-In, 391 Topic 7 Review and Assess, 402-403 Quest Findings, 405 uDemonstrate Lab: Making the Right Call, 406-409</p> <p>Realize™ Digital Resources: Topic 4: Reproduction and Growth >Lesson 1, Patterns of Reproduction>uInvestigate Lab: Comparing Models of Reproduction;>uInvestigate Lab: Is It All in the Genes?</p> <p>Topic 7: Genes and Heredity >Topic Launch>uConnect Lab: Making More;>Quest Kickoff>Video: Funky Fruit >Lesson 1, Patterns of Inheritance>Interactivity: Making Copies;>Interactivity: Offspring Season; Quest Check-In>Interactivity: An Apple Lesson >Lesson 2, Chromosomes and Inheritance>uInvestigate Lab: Chromosomes and Inheritance;>Interactivity: Colorful Chromosomes;>Quest Check-In>Interactivity: About Those Chromosomes >Topic Close>Quest Findings>Interactivity: Reflect on Funky Fruit</p>

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SCI.SEP2.A.m.6 Develop a model to describe unobservable mechanisms.	SE/TE: Model It!: Learning from Experience, 181 Realize™ Digital Resources: Topic 3: Human Body Systems >Lesson 5, Controlling Processes>uInvestigate Lab: What Are the Parts of the Nervous System?
SCI.SEP2.A.m.7 Develop and use a model to generate data to test ideas about phenomena in natural or designed systems, including those representing inputs and outputs, and those at unobservable scales.	SE/TE: uDemonstrate Lab: Design and Build a Microscope, 122-125 Quest Kickoff: Should an Animal Crossing Be Constructed in My Community?, 292-293 Design a Solution, 484 Test and Evaluate a Solution, 484 Realize™ Digital Resources: Topic 5: Ecosystems >Lesson 1, Living Things and the Environment>uInvestigate Lab: Modeling a Dam Topic 6: Populations, Communities, and Ecosystems >Topic Launch>Quest Kickoff>Video: To Cross or Not to Cross >Lesson 3, Biodiversity>Quest Check-In Lab: Design and Model a Crossing >Topic Close>Quest Findings>Interactivity: Reflect on Your Animal Crossing
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.m Students plan and carry out investigations that use multiple variables and provide evidence to support explanations or solutions. This includes the following:	
SCI.SEP3.A.m.1 Individually and collaboratively plan an investigation, identifying: independent and dependent variables and controls, tools needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.	SE/TE: Lesson 1 Check, 13 uDemonstrate Lab: Reaction Research, 190-193 Plan It!: Water Needs and Plant Growth, 232 uDemonstrate Lab: Clean and Green, 244-247 Science Experiments, 477

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<p>SCI.SEP3.A.m.2 Conduct an investigation. Evaluate and revise the experimental design to produce data that serve as the basis for evidence to meet the goals of the investigation.</p>	<p>SE/TE: Lesson 1 Check, 13 Plan It!: SEP Plan an Investigation, 43</p> <p>Realize™ Digital Resources: Topic 1: Living Things in the Biosphere >Lesson 1, Living Things>uInvestigate Lab: Cheek Cells >Lesson 3, Viruses, Bacteria, Protists, and Fungi>uInvestigate Lab: Life in a Drop of Pond Water</p>
<p>SCI.SEP3.A.m.3 Evaluate the accuracy of various methods for collecting data.</p>	<p>TE Only: Connect to the Real World/Technology, 250</p>
<p>SCI.SEP3.A.m.4 Collect data under a range of conditions that serve as the basis for evidence to answer scientific questions or test design solutions.</p>	<p>SE/TE: Scientific Reasoning, 475 Science Experiments, 477 Math Skills, 481 Graphs, 481</p> <p>TE Only: Literacy Connection, 352</p> <p>Realize™ Digital Resources: Topic 7: Genes and Heredity >Lesson 1, Patterns of Inheritance>Interactivity: Pea Plant Puzzle</p>
<p>SCI.SEP3.A.m.5 Collect data about the performance of a proposed object, tool, process, or system under a range of conditions.</p>	<p>SE/TE: uDemonstrate Lab: Reaction Research, 190-193 Citizen Scientists, Figure 8, 321 Scientific Reasoning, 475 Science Experiments, 477</p>

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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.m Students extend quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis. This includes the following:	
SCI.SEP4.A.m.1 Construct, analyze, or interpret graphical displays of data and large data sets to identify linear and nonlinear relationships.	SE/TE: Forming a Fossil, Figure 2, 444 Fossils Reveal Early Life, 446 Evolution of the Modern Elephant, Figure 5, 447 Question It!, 447 Lesson 4 Check, 453
SCI.SEP4.A.m.2 Use graphical displays (e.g., maps, charts, graphs, and tables) of large data sets to identify temporal and spatial relationships.	SE/TE: Math Toolbox: Counting on Chromosomes, 363 Graphs, 481 Communicate the Solution, 485 Realize™ Digital Resources: Topic 6: Populations, Communities, and Ecosystems >Lesson 2, Dynamic and Resilient Ecosystems>Interactivity: A Butterfly Mystery
SCI.SEP4.A.m.3 Distinguish between causal and correlational relationships in data.	“Causal vs. correlational” relationships are not specifically called out in Elevate Science: Life. However, the importance of properly interpreting scientific data is addressed in labs and activities throughout. See also for reference: Science and Engineering Practices Handbook, pp. 474-485.

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<p>SCI.SEP4.A.m.4 Analyze and interpret data to provide evidence for explanations of phenomena.</p>	<p>SE/TE: uConnect Lab: Every Breath You Take, 248, 251A-251B Quest Kickoff: What do you think is causing Pleasant Pond to turn green?, 250-251 Math Toolbox: Graphing Population Changes, 256 Lesson 1 Check, 259 Lesson 1 Quest Check-In, 259 Case Study: The Case of the Disappearing Cerulean Warbler, 260-261 Lesson 2 Quest Check-In, 270 Connect It!, 272 Math Toolbox: Dependent and Independent Variables, 279 Lesson 3 Quest Check-In, 280 uDemonstrate Lab: Last Remains, 286-289 uConnect Lab: How Communities Change, 290, 293A-293B Math Toolbox: Predator-Prey Interactions, 299 Lesson 1 Check, 303 uDemonstrate Lab: Changes in an Ecosystem, 340-343 uConnect Lab: Walking Whales, 410, 413A-413B Quest Kickoff: Why is the migration pattern changing for some European bird populations? Lesson 1 Quest Check-In, 423 Fossils Reveal Early Life, Figure 4: Interpret Photos, 446 Question It!: Interpret Diagrams, 447 Math Toolbox: Homologous Anatomical Structures, 449 Lesson 4 Check, 453 Lesson 5 Quest Check-In Topic 8 Evidence-Based Assessment, 468-469 Quest Findings, 469</p> <p>Realize™ Digital Resources: Topic 5: Ecosystems >Lesson 1, Living Things and the Environment>Inquiry Warm-Up Lab: Lining Up the Neighborhood;>Interactivity: There’s No Place Like Home;>Interactivity: Factors Affecting Growth;</p>

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<p>Continued: SCI.SEP4.A.m.4 Analyze and interpret data to provide evidence for explanations of phenomena.</p>	<p>Continued: Interactivity: An Ecological Mystery; uInvestigate Lab: Elbow Room; uInvestigate Lab: Modeling a Dam;>Quest Check-In>Interactivity: Suspicious Activities >Lesson 2, Energy Flow in the Ecosystem>Quest Check-In>Interactivity: Nutrients and Aquatic Organisms Lesson 3, Cycles of Matter>Quest Check-In>Interactivity: Matter and Energy in a Pond >Topic Close>Quest Findings>Interactivity: Reflections on a Pond Topic 8: Natural Selection and Change Over Time >Topic Launch>uConnect Lab: Walking Whales;>Quest Kickoff>Video: A Migration Puzzle >Lesson 1, Early Study of Evolution>Quest Check-In>Interactivity: Meet the Blackcaps >Lesson 4, Evidence in the Fossil Record>Interactivity: Choose the Right Organism;>Interactivity: Along the Canyon Wall;>Interactivity: Legs, Arms, Wings, and Flippers;>Video: Evidence in the Fossil Record;>Interactivity: Fossils Around the World >Lesson 5, Other Evidence of Evolution>Quest Check-In>Interactivity: Prepare Your Report >Topic Close>Quest Findings>Interactivity: Reflect on Blackcap Migration</p>
<p>SCI.SEP4.A.m.5 Apply concepts of statistics and probability (including mean, median, mode, and variability) to analyze and characterize data, using digital tools when feasible.</p>	<p>SE/TE: Math Toolbox: Sexual Reproduction, 201 uDemonstrate Lab: Clean and Green, 244-247 Probability and Heredity, 353 Math Toolbox: Determining Probability, 352 Math Skills, 481</p>
<p>SCI.SEP4.A.m.6 Consider limitations of data analysis (e.g., measurement error), and seek to improve precision and accuracy of data with better technological tools and methods (e.g., multiple trials).</p>	<p>SE/TE: Quest Findings: Identify Limitations, 53 The Right Cell for the Job, Consider Limitations, 79 Test and Evaluate a Solution, 484</p>

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SCI.SEP4.A.m.7 Analyze and interpret data to determine similarities and differences in findings.	SE/TE: uConnect Lab: Walking Whales?, 410, 413A-413B Forming a Fossil, Figure 2, 444 Fossils Reveal Early Life, 446 Evolution of the Modern Elephant, Figure 5, 447 Question It!, 447 Lesson 4 Check, 453
SCI.SEP4.A.m.8 Analyze data to define an optimal operational range for a proposed object, tool, process, or system that best meets criteria for success.	SE/TE: uDemonstrate Lab: Make the Right Call, 406-409
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.m Students identify patterns in large data sets and use mathematical concepts to support explanations and arguments. This includes the following:	
SCI.SEP5.A.m.1 Decide when to use qualitative vs. quantitative data.	SE/TE: uDemonstrate Lab: Clean and Green, 244-247 Realize™ Digital Resources: Topic 6: Populations, Communities, and Ecosystems >Lesson 4, Ecosystem Services>Interactivity: Walk This Way
SCI.SEP5.A.m.2 Use digital tools (e.g., computers) to analyze very large data sets for patterns and trends.	TE Only: Using Technology to Study Evolution

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<p align="center">Wisconsin Standards for Science Life Science, Grades 6-8</p>	<p align="center">Elevate Science: Life ©2019</p>
<p>SCI.SEP5.A.m.3 Use mathematical representations to describe and support scientific conclusions and design solutions.</p>	<p>SE/TE: Math Toolbox: Hatching for Success/SEP Construct Explanations, 429 Lesson 2 Check, 432 Variations from Mutations, 437 Math Toolbox: Homologous Anatomical Structures, 449 Math Toolbox: All in the Family, 461 Lesson 5 Check, 464 Topic 8 Review and Assess, 468-469</p> <p>Realize™ Digital Resources: Topic 8: Natural Selection and Change Over Time >Lesson 2, Natural Selection>Interactivity: Mice Selection from the Prairie >Lesson 5, Other Evidence of Evolution>Investigate Lab: Evidence of Evolution</p>
<p>SCI.SEP5.A.m.4 Create algorithms (a series of ordered steps) to solve a problem.</p>	<p>Supporting Content: SE/TE: Math Toolbox: Aristotle and Classification, 20</p> <p>TE Only: SEP Use Algebraic Expressions, 461</p>

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SCI.SEP5.A.m.5 Apply mathematical concepts and processes (such as ratio, rate, percent, basic operations, and simple algebra) to scientific and engineering questions and problems.	<p>Elevate Science: Life addresses mathematical concepts and process throughout, specially called out via Math Toolbox exercises. See for examples:</p> <p>Math Toolbox: Write an Expression, 20 Analyze Relationships, 29; 279 Represent Quantitative Relationships, 69 Analyze Proportional Relationships, 85; 156; 269; 449 Analyze Qualitative Relationships, 93; 112; 168; 236 Identify Equivalent Expressions, 132 Summarize Distribution, 201 Draw Comparative Inferences, 223 Represent Relationships, 256 Construct Graphs, 299 Use Ratio Reasoning, 318 Graph Proportional Relationships, 326; 428 Use a Probability Model, 353 Model with Mathematics, 363 Construct a Scatter Plot, 383 Graph Proportional Relationships, 449 Use Algebraic Expressions, 461</p>
SCI.SEP5.A.m.6 Use digital tools and mathematical concepts and arguments to test and compare proposed solutions to an engineering design problem.	<p>SE/TE: Supporting Content: Redesign and Retest the Solution, 485</p>
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.m Students construct explanations supported by multiple sources of evidence consistent with scientific ideas, principles, and theories. This includes the following:	
SCI.SEP6.A.m.1 Construct an explanation that includes qualitative or quantitative relationships between variables that predict and describe phenomena.	<p>SE/TE: uDemonstrate Lab: Clean and Green, 244-247</p> <p>Realize™ Digital Resources: Topic 6: Populations, Communities, and Ecosystems >Lesson 4, Ecosystem Services>Interactivity: Walk This Way</p>

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<p>SCI.SEP6.A.m.2 Construct an explanation using models or representations.</p>	<p>SE/TE: uConnect Lab: How Is Your Body Organized?, 126, 129A-129B uConnect Lab: Every Breath You Take, 248, 251A-251B</p> <p>Realize™ Digital Resources: Topic 2: The Cell System >Lesson 6, Cellular Respiration>Inquiry Warm-Up Lab: Cellular Respiration;>uInvestigate Lab: Exhaling Carbon Dioxide;>Interactivity: Making Cells for Energy</p>
<p>SCI.SEP6.A.m.3 Construct a scientific explanation based on valid and reliable evidence obtained from sources, including the students' own experiments. Solutions should build on the following assumption: theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.</p>	<p>SE/TE: Lesson 2 Quest Check-In, 216 Lesson 3 Quest Check-In, 226 Connect It!, 228 Lesson 4 Check, 3: Construct Explanations, 237 Lesson 4 Quest Check-In, 237 Case Study: Warmer Waters, Fewer Fish, 238-239 Topic 4 Review and Assess, 240-241 Evidence-Based Assessment, 242-243 uDemonstrate Lab: Clean and Green, 244-247</p> <p>Realize™ Digital Resources: Topic 4: Reproduction and Growth >Topic Launch>Quest Kickoff>Video: Construction without Destruction >Lesson 2, Plant Structures for Reproduction>Quest Check-In>Interactivity: Protect the Plants >Lesson 3, Animal Behaviors for Reproduction>Quest Check-In>Interactivity: The Mating Game >Lesson 4, Factors Influencing Growth>uInvestigate Lab: What Are the Factors?;>uInvestigate Lab: Watching Roots Grow;> Interactivity: Breeding Bigger Bovines;>Interactivity: See How They Grow;>Quest Check-In>Interactivity: Make Your Construction Case >Topic Close>Quest Findings>Interactivity: Reflect on Your Basketball Court Plans</p>

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SCI.SEP6.A.m.4 Apply scientific ideas, principles, and evidence to construct, revise, or use an explanation for real world phenomena, examples, or events.	SE/TE: Scientific Knowledge, 478-479
SCI.SEP6.A.m.5 Apply scientific reasoning to show why the data or evidence is adequate for the explanation.	SE/TE: Lesson 3 Check, 36 Lesson 4 Check, 49 Topic 1 Evidence-Based Assessment, 52-53 Lesson 1 Check, 70 Topic 2 Review and Assess, 118-119 Topic 6 Review and Assess, 336-337 Lesson 4 Check, 453 Scientific Reasoning, 475 Scientific Knowledge, 478-479
SCI.SEP6.B Design Solutions	
SCI.SEP6.B.m Students design solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories. This includes the following:	
SCI.SEP6.B.m.1 Apply scientific ideas or principles to design, construct, and test a design of an object, tool, process, or system.	SE/TE: uDemonstrate Lab: Design and Build a Microscope, 122-125 Analyzing Scientific Explanations, 479

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<p>SCI.SEP6.B.m.2 Undertake a design project, engaging in the design cycle, to construct and implement a solution that meets specific design criteria and constraints.</p>	<p>Topic 1: Living Things in the Biosphere SE/TE: Quest Findings, 53 Quest Kickoff: Should an Animal Crossing Be Constructed in My Community?, 292-293 Lesson 1 Quest Check-In, 303 Lesson 2 Quest Check-In, 310 Lesson 3 Quest Check-In, 323 Quest Findings, 339 uEngineer It!: Fossils from Bedrock, 433 Define the Problem, 482-483 Develop Possible Solutions, 483 Develop a Solution, 484 Test and Evaluate a Solution, 484 Communicate a Solution, 485</p> <p>Realize™ Digital Resources: Topic 1: Living Things in the Biosphere >Topic Launch>Quest Kickoff>Document: Quest Rubric Topic 3: Human Body Systems >Topic Launch>Quest Kickoff>Document: Quest Rubric >Lesson 1, Body Organization>uEngineer It!>Interactivity: Advances in Medical technology Topic 6: Populations, Communities, and Ecosystems >Topic Launch>Quest Kickoff>Video: To Cross or Not to Cross;>Document: Quest Rubric >Lesson 1, Interactions in Ecosystems>Quest Check-In: Interactivity: Research Animal Crossings >Lesson 2, Dynamic and Resilient Ecosystems>Quest Check-In>Interactivity: Community Opinions >Lesson 3, Biodiversity>Quest Check-In Lab: Design and Model a Crossing >Topic Close>Quest Findings>Interactivity: Reflect on Your Animal Crossing</p>
<p>SCI.SEP6.B.m.3 Optimize performance of a design by prioritizing criteria, making trade-offs, testing, revising, and retesting.</p>	<p>SE/TE: Redesign and Retest the Solution, 485</p>

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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.m Students construct a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world. This includes the following:	
SCI.SEP7.A.m.1 Compare and critique two arguments on the same topic. Analyze whether they emphasize similar or different evidence and interpretations of facts.	SE/TE: Lesson 1 Check, 70 Respiration and Fermentation in Bacteria, Figure 5, 114 uDemonstrate Lab: Design and Build a Microscope, 122-125 uConnect Lab: How Is Your Body Organized?, 129A-129B Topic 3 Evidence-Based Assessment, 188-189 Topic 4 Review and Assess, 240-241 Evidence-Based Assessment, 242-243 Lesson 2 Check, 310 Lesson 3 Check, 323 uDemonstrate Lab: Changes in an Ecosystem, 340-343 Lesson 4 Check, 453 Connect It!, 456
SCI.SEP7.A.m.2 Respectfully provide and receive critiques about one’s explanations, procedures, models, and questions by citing relevant evidence and posing and responding to questions that elicit pertinent elaboration and detail.	SE/TE: Quest Kickoff: How can you design a field guide to organize living things?, 2-3 TE Only: Focus on Mastery!, 3 Focus on Mastery!, 293 Realize™ Digital Resources: Topic 1: Living Things in the Biosphere >Topic Launch>Quest Kickoff>Video: Sort Out Those Organisms
SCI.SEP7.A.m.3 Construct, use, and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.	SE/TE: Lesson 1 Check, 138 Literacy Connection: Write Arguments, 153 Reading Check: Write Arguments, 161 Citizen Scientists, Figure 8, 321

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<p align="center">Wisconsin Standards for Science Life Science, Grades 6-8</p>	<p align="center">Elevate Science: Life ©2019</p>
<p>SCI.SEP7.A.m.4 Make an oral or written argument that supports or refutes the advertised performance of a device, process, or system. Based the argument on empirical evidence concerning whether or not the technology meets relevant criteria and constraints.</p>	<p>Students have opportunities throughout the text to provide written arguments based on scientific evidence, but do not specifically address advertised vs. actual performance.</p>
<p>SCI.SEP7.A.m.5 Evaluate competing design solutions based on jointly developed and agreed-upon design criteria.</p>	<p>SE/TE: Quest Kickoff: Should an Animal Crossing Be Constructed in My Community?, 292-293 Lesson 1 Quest Check-In, 303 Lesson 2 Quest Check-In, 310 Question It!: Endangered Species, 317 Lesson 3 Quest Check-In, 323 Biodiversity in Ecosystems: Figure 4: Specify Design Constraints, 331 Design It!: Ecological Restoration, 333 Lesson 4 Check, 334 uEngineer It!: From Bulldozers to Biomes, 335 Quest Findings, 339</p> <p>Realize™ Digital Resources: Topic 6: Populations, Communities, and Ecosystems >Topic Launch>Quest Kickoff>Video: To Cross or Not to Cross >Lesson 1, Interactions in Ecosystems>Quest Check-In>Interactivity: Research Animal Crossings >Lesson 2, Dynamic and Resilient Ecosystems>Quest Check-In>Interactivity: Community Options >Lesson 3, Biodiversity>Quest Check-In Lab: Design a Model Crossing >Lesson 4, Ecosystem Services>uInvestigate Lab: Ecosystem Impacts;>Interactivity: Walk This Way >Topic Close>Quest Findings>Interactivity: Reflect on Your Animal Crossing</p>

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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.m Students evaluate the merit and validity of ideas and methods. This includes the following:	
SCI.SEP8.A.m.1 Critically read scientific texts adapted for classroom use to determine the central ideas, to obtain scientific and technical information, and to describe patterns in and evidence about the natural and designed world(s).	SE/TE: Reading Check: Determine Central Ideas, 43 Literacy Connection: Summarize Text, 100 Reading Check: Summarize Text, 101 Reading Check: Determine Central Ideas, 104 Reading Check: Determine Central Ideas, 383 Reading Check: Determine Central Ideas, 390
SCI.SEP8.A.m.2 Clarify claims and findings by integrating text-based qualitative and quantitative scientific information with information contained in media and visual displays.	SE/TE: uDemonstrate Lab: Clean and Green, 244-247 Realize™ Digital Resources: Topic 6: Populations, Communities, and Ecosystems >Lesson 4, Ecosystem Services>Interactivity: Walk This Way
SCI.SEP8.A.m.3 Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication. Describe how they are supported or not supported by evidence and evaluate methods used.	SE/TE: Reading Check: Gather Information, 9 Literacy Connection: Gather Information, 10 Connect It!, 442 The Meaning of Science. 474-475 Scientific Knowledge, 478-479
SCI.SEP8.A.m.4 Evaluate data, hypotheses, and conclusions in scientific and technical texts in light of competing information or accounts.	SE/TE: Connect It!, 442 Science Processes, 474-477 Analyzing Scientific Explanations, 479 Evidence and Conclusions, 479 Test and Evaluate a Solution, 484

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SCI.SEP8.A.m.5 Communicate scientific and technical information (e.g., about a proposed object, tool, process, or system) in writing and through oral presentations.	SE/TE: Lesson 6 Check, 115 Math Toolbox: SEP Communicate Information, 168 uDemonstrate Lab: Reaction Research, 190-193 Connect It!, 442 Communicate the Solution, 485 Realize™ Digital Resources: Topic 8: Natural Selection and Change Over Time >Topic Launch>Quest Kickoff>Document: Quest Rubric
6-8 Engineering, Technology, and the Application of Science	
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.m The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that are likely to limit possible solutions.	SE/TE: Define the Problem, 482-483 Develop Possible Solutions, 483 Develop a Solution, 484 Test and Evaluate a Solution, 484 Communicate a Solution, 485
SCI.ETS1.B Developing Possible Solutions	
SCI.ETS1.B.m.i A solution needs to be tested and then modified on the basis of the test results in order to improve it.	SE/TE: The Engineering Design Process: Define the Problem/Develop Possible Solutions 482-483 Design a Solution, 484 Test and Evaluate a Solution, 484 Communicate the Solution, 485 Redesign and Retest the Solution, 485
SCI.ETS1.B.m.ii There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem.	SE/TE: Quest Kickoff: Should an Animal Crossing Be Constructed in My Community?, 292-293 Define the Problem, 482-483 Develop Possible Solutions, 483 Develop a Solution, 484 Test and Evaluate a Solution, 484 Communicate a Solution, 485

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SCI.ETS1.B.m.iii Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors.	SE/TE: The Engineering Design Process: Define the Problem/Develop Possible Solutions 482-483 Design a Solution, 484 Test and Evaluate a Solution, 484 Communicate the Solution, 485 Redesign and Retest the Solution, 485
SCI.ETS1.B.m.iv Models of all kinds are important for testing solutions.	SE/TE: The Engineering Design Process: Define the Problem/Develop Possible Solutions 482-483 Design a Solution, 484 Test and Evaluate a Solution, 484 Communicate the Solution, 485 Redesign and Retest the Solution, 485
SCI.ETS1.C Optimizing the Design Solution	
SCI.ETS1.C.m.i Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process—that is, some of those characteristics may be incorporated into the new design.	SE/TE: The Engineering Design Process: Define the Problem/Develop Possible Solutions 482-483 Design a Solution, 484 Test and Evaluate a Solution, 484 Communicate the Solution, 485 Redesign and Retest the Solution, 485
SCI.ETS1.C.m.ii The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution.	SE/TE: The Engineering Design Process: Define the Problem/Develop Possible Solutions 482-483 Design a Solution, 484 Test and Evaluate a Solution, 484 Communicate the Solution, 485 Redesign and Retest the Solution, 485
MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	SE/TE: Quest Kickoff: How can we reduce the impact of construction on plants and animals, 196-197 Quest Kickoff: Should an Animal Crossing Be Constructed in My Community?, 292-293 The Engineering Design Process: Define the Problem/Develop Possible Solutions 482-483 Design a Solution, 484 Test and Evaluate a Solution, 484 Communicate the Solution, 485 Redesign and Retest the Solution, 485

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<p>MS-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.</p>	<p>SE/TE: uEngineer It!: Fossils from Bedrock, 433 The Engineering Design Process: Define the Problem/Develop Possible Solutions 482-483 Design a Solution, 484 Test and Evaluate a Solution, 484 Communicate the Solution, 485 Redesign and Retest the Solution, 485</p> <p>Topic 6: Populations, Communities, and Ecosystems >Topic Launch>Quest Kickoff>Video: To Cross or Not to Cross;>Document: Quest Rubric >Lesson 1, Interactions in Ecosystems>Quest Check-In: Interactivity: Research Animal Crossings >Lesson 2, Dynamic and Resilient Ecosystems>Quest Check-In>Interactivity: Community Opinions >Lesson 3, Biodiversity>Quest Check-In Lab: Design and Model a Crossing >Topic Close>Quest Findings>Interactivity: Reflect on Your Animal Crossing</p>
<p>MS-ETS1-3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.</p>	<p>SE/TE: Test and Evaluate a Solution, 484 Communicate the Solution, 485</p>
<p>MS-ETS1-4 Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.</p>	<p>SE/TE: uDemonstrate Lab: Design and Build a Microscope, 122-125 uDemonstrate Lab: Reaction Research, 190-193</p> <p>Realize™ Digital Resources: Topic 5: Ecosystems >Topic Launch>Quest Kickoff>Video: Mystery at Pleasant Pond >Lesson 1, Living things and the Environment> uInvestigate Lab: Modeling a Dam;> Topic 6: Populations, Communities, and Ecosystems >Lesson 3>Biodiversity> Quest Check-In Lab: Design and Model a Crossing</p>

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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.m.i Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems.	<p>SE/TE: Microscopes and Cell Theory, 65 Microscopes, 67-69 Extraordinary Science: Viewing Cells through a “Thermal Lens”, 71 uEngineer It!: Artificial Skin, 139 Artificial Selection, 393 Genetic Engineering, 394-397 Practical Uses for DNA, 398-400 Using Technology to Study Evolution, 457-462 Extraordinary Science: DNA, Fossils, and Evolution, 465</p> <p>Realize™ Digital Resources: Topic 3: Human Body Systems >uEngineer It!>Interactivity: Advances in Medical Technology</p>
SCI.ETS2.A.m.ii Science and technology drive each other forward.	<p>SE/TE: Microscopes and Cell Theory, 65 Microscopes, 67-69 Extraordinary Science: Viewing Cells through a “Thermal Lens”, 71 uEngineer It!: Artificial Skin, 139 Artificial Selection, 393 Genetic Engineering, 394-397 Practical Uses for DNA, 398-400 Using Technology to Study Evolution, 457-462 Extraordinary Science: DNA, Fossils, and Evolution, 465</p> <p>Realize™ Digital Resources: Topic 3: Human Body Systems >uEngineer It!>Interactivity: Advances in Medical Technology</p>

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SCI.ETS2.B Influence of Engineering, Technology, and Science on Society and the Natural World	
SCI.ETS2.B.m.i All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment.	<p>Realize™ Digital Resources: Topic 5: Ecosystems >Topic Launch>Quest Kickoff>Video: Mystery at Pleasant Pond Topic 6: Populations, Communities, and Ecosystems >Topic Launch>Quest Kickoff>Video: To Cross or Not to Cross >Lesson 3, Biodiversity>Quest Check-In Lab: Design and Model a Crossing</p>
SCI.ETS2.B.m.ii The uses of technologies are driven by people’s needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions.	<p>SE/TE: uDemonstrate Lab: Design and Build a Microscope, 122-125</p> <p>Realize™ Digital Resources: Topic 5: Ecosystems >Topic Launch>Quest Kickoff>Video: Mystery at Pleasant Pond Topic 6: Populations, Communities, and Ecosystems >Topic Launch>Quest Kickoff>Video: To Cross or Not to Cross >Lesson 3, Biodiversity>Quest Check-In Lab: Design and Model a Crossing</p>
SCI.ETS2.B.m.iii Technology use varies over time and from region to region.	<p>SE/TE: Microscopes and Cell Theory, 65 Microscopes, 67-69 Extraordinary Science: Viewing Cells through a “Thermal Lens”, 71 uEngineer It!: Artificial Skin, 139 Artificial Selection, 393 Genetic Engineering, 394-397 Practical Uses for DNA, 398-400 Using Technology to Study Evolution, 457-462 Extraordinary Science: DNA, Fossils, and Evolution, 465</p> <p>Realize™ Digital Resources: Topic 3: Human Body Systems >uEngineer It!>Interactivity: Advances in Medical Technology</p>

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<p>MS-LS2-5 Evaluate competing design solutions for maintaining biodiversity and ecosystem services.</p>	<p>SE/TE: Quest Kickoff: Should an Animal Crossing Be Constructed in My Community?, 292-293 Lesson 1 Quest Check-In, 303 Lesson 2 Quest Check-In, 310 Question It!: Endangered Species, 317 Lesson 3 Quest Check-In, 323 Biodiversity in Ecosystems: Figure 4: Specify Design Constraints, 331 Design It!: Ecological Restoration, 333 Lesson 4 Check, 334 uEngineer It!: From Bulldozers to Biomes, 335 Quest Findings, 339</p> <p>Realize™ Digital Resources: Topic 6: Populations, Communities, and Ecosystems >Topic Launch>Quest Kickoff>Video: To Cross or Not to Cross >Lesson 1, Interactions in Ecosystems>Quest Check-In>Interactivity: Research Animal Crossings >Lesson 2, Dynamic and Resilient Ecosystems>Quest Check-In>Interactivity: Community Options >Lesson 3, Biodiversity>Quest Check-In Lab: Design a Model Crossing >Lesson 4, Ecosystem Services>Investigate Lab: Ecosystem Impacts;>Interactivity: Walk This Way >Topic Close>Quest Findings>Interactivity: Reflect on Your Animal Crossing</p>

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<p>MS-LS4-5 Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.</p>	<p>SE/TE: Artificial Selection, 393 Genetic Engineering, 394-397 Practical Uses for DNA, 398-400 Lesson 5 Check, 401 Topic 7 Evidence Based Assessment, 404-405</p> <p>Realize™ Digital Resources: Topic 7: Genes and Heredity >Lesson 5, Genetic Technologies>Interactivity: Modifying Food;>Interactivity: DNA Fingerprinting;>Interactivity: Solving Problems with Genetics</p>
<p>MS-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</p>	<p>SE/TE: Quest Kickoff: How can we reduce the impact of construction on plants and animals, 196-197 Quest Kickoff: Should an Animal Crossing Be Constructed in My Community?, 292-293 Succession, 304-305 Human Impact, 319-322 Biodiversity in Ecosystems: Figure 4, 331</p> <p>Realize™ Digital Resources: Topic 4: Reproduction and Growth >Topic Launch>Quest Kickoff>Video: Construction without Destruction Topic 6: Populations, Communities, and Ecosystems >Topic Launch>Quest Kickoff>Video: To Cross or Not to Cross >Lesson 3, Biodiversity>Interactivity: Human Impacts on Biodiversity</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.m.i Individuals and teams from many nations, cultures and backgrounds have contributed to advances in science and engineering.	SE/TE: Redi's Experiment, 8 Pasteur's Experiment, 9 Linnaean Naming System, 17 Evolution and Classification, 22-23 Cell Theory, 64 Microscopes and Cell Theory, 65 Curiosity About How Life Changes, 415 Linnaeus' System of Classification, 416 Lamarck's Theory, 416-417 Charles Lyell's Rocks, 418 Mary Anning's Fossils, 418 Darwin's Journey, 419-422 Darwin's Search for a Mechanism, 425-431 DNA Technologies, 399
SCI.ETS3.A.m.ii Scientists and engineers are persistent, use creativity, reasoning, and skepticism, and remain open to new ideas.	SE/TE: Redi's Experiment, 8 Pasteur's Experiment, 9 Linnaean Naming System, 17 Evolution and Classification, 22-23 Cell Theory, 64 Microscopes and Cell Theory, 65 Curiosity About How Life Changes, 415 Linnaeus' System of Classification, 416 Lamarck's Theory, 416-417 Charles Lyell's Rocks, 418 Mary Anning's Fossils, 418 Darwin's Journey, 419-422 Darwin's Search for a Mechanism, 425-431 DNA Technologies, 399 Extraordinary Science: Classification/What Is a Panda, 25 Extraordinary Science: Viewing Cells Through a Thermal Lens, 71 Extraordinary Science: An Appetite for Plastic?, 281 Extraordinary Science: DNA, Fossils, and Evolution, 465 Scientific Attitudes, 589

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SCI.ETS3.A.m.iii Science and engineering are influenced by what is valued in society.	<p>SE/TE: Redi’s Experiment, 8 Pasteur’s Experiment, 9 Linnaean Naming System, 17 Evolution and Classification, 22-23 Cell Theory, 64 Microscopes and Cell Theory, 65 Curiosity About How Life Changes, 415 Linnaeus’ System of Classification, 416 Lamarck’s Theory, 416-417 Charles Lyell’s Rocks, 418 Mary Anning’s Fossils, 418 Darwin’s Journey, 419-422 Darwin’s Search for a Mechanism, 425-431 DNA Technologies, 399</p> <p>For additional supporting content, please see: Extraordinary Science: Classification/What Is a Panda, 25 Extraordinary Science: Viewing Cells Through a Thermal Lens, 71 Extraordinary Science: An Appetite for Plastic?, 281 Extraordinary Science: DNA, Fossils, and Evolution, 465</p>
SCI.ETS3.B Science and Engineering Are Unique Ways of Thinking with Different Purposes	
SCI.ETS3.B.m.i Science asks questions to understand the natural world and assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation. Science carefully considers and evaluates anomalies in data and evidence.	<p>SE/TE: The Meaning of Science, 474-475 Science Processes, 476-477 Scientific Knowledge, 478-479</p>
SCI.ETS3.B.m.ii Engineering seeks solutions to human problems, including issues that arise due to human interaction with the environment. It uses some of the same practices as science and often applies scientific principles to solutions.	<p>SE/TE: Define the Problem, 482-483 Develop Possible Solutions, 483 Design a Solution, 484 Test and Evaluate a Solution, 484 Communicate a Solution, 485 Redesign and Retest the Solution, 485</p>

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SCI.ETS3.B.m.iii Science and engineering have direct impacts on the quality of life for all people. Therefore, scientists and engineers need to pursue their work in an ethical manner that requires honesty, fairness and dedication to public health, safety and welfare.	TE Only: Connect to Real World/Ethics, 400 Scientific Attitudes, 475
SCI.ETS3.C Science and Engineering Use Multiple Approaches to Create New Knowledge and Solve Problems	
SCI.ETS3.C.m.i A theory is an explanation of some aspect of the natural world. Scientists develop theories by using multiple approaches. Validity of these theories and explanations is increased through a peer review process that tests and evaluates the evidence supporting scientific claims.	SE/TE: Classification Systems, 16 Cell Theory, 64-65 Principles of Cell Theory, 66 Microscopes, 67 Lesson 1 Check, 70 Topic 2 Review and Assess, 118 Early Study of Evolution, 414 Observing Changes, 415 Lamarck’s Idea, 416-417 Darwin’s Hypothesis, 422 Lesson 1 Check, 423 Scientific Theories and Laws, 478 TE Only: Focus on Mastery!, 90 Realize™ Digital Resources: Topic 2: The Cell System >Lesson 1, Structure and Function of Cells>Interactivity: Through a Microscope
SCI.ETS3.C.m.ii Theories are explanations for observable phenomena based on a body of evidence developed over time. A hypothesis is a statement that can be tested to evaluate a theory. Scientific laws describe cause and effect relationships among observable phenomena.	SE/TE: Scientific Theories and Laws, 478

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SCI.ETS3.C.m.iii Engineers develop solutions using multiple approaches and evaluate their solutions against criteria such as cost, safety, time and performance. This evaluation often involves trade-offs between constraints to find the optimal solution.	SE/TE: Define the Problem, 482-483 Develop Possible Solutions, 483 Design a Solution, 484 Test and Evaluate a Solution, 484 Communicate a Solution, 485 Redesign and Retest the Solution, 485
MS-ETS3-1 Construct an argument supported by evidence about the values held by different societies based on the resources expended for exploration and understanding of the universe (ESS1.B.m).	Please see Elevate Science: Earth, Topic 12: Solar System and the Universe as a springboard to address this standard.
MS-ETS3-2 Evaluate information and evidence about issues related to genetically modifying organisms and identify questions that can, and cannot, be answered by science (LS3.B.m).	SE/TE: Genetic Engineering, 394-397 Practical Uses for DNA, 398-400 Scientific Attitudes, 475 Realize™ Digital Resources: Topic 7: Genes and Heredity >Lesson 5, Genetic Technologies>Interactivity: Modifying Food
MS-ETS3-3 Mathematically evaluate products of chemical and physical changes to support ideas of atomic theory (PS1.A.m).	Please see Elevate Science: Physical, Topic 8: Atoms and the Periodic Table, Lesson 1: Atomic Theory, 334-343

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