

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



To the  
**Idaho**  
**Content Standards for Science (2018)**  
**Grade 2**

**A Correlation of Elevate Science ©2019, Grade 2  
To the  
Idaho Content Standards for Science, Grade 2**

**Introduction**

The following document demonstrates how the ***Elevate Science* ©2019** program supports the Idaho Content Standards for Science, Grade 2. For each standard, correlation references are to the Student Edition and Teacher Edition where applicable.

***Elevate Science*** is a comprehensive K-5 science program that focuses on active, student-centered learning. It builds students' critical thinking, questioning, and collaboration skills, and fuels interest in STEM and creative problem solving while supporting literacy development for elementary-age learners. Developed to support Next Generation Science Standards (NGSS), ***Elevate Science*** integrates three-dimensional learning of the Scientific and Engineering Practices, Crosscutting Concepts (CCC), and Disciplinary Core Ideas (DCIs).

The ***Elevate Science*** blended print and digital curriculum engages students in phenomena-based inquiry and hands-on investigations.

- Problem-based learning Quests put students on a journey of discovery
- Engineering-focused features infuse STEM learning
- Coding and innovation engage students and build 21<sup>st</sup> century skills

The Teacher's Edition of ***Elevate Science*** helps elementary educators teach science with confidence: Scaffolding, ELD, differentiated instruction, and an instructional organization based upon the 5E learning model, (Engage, Explore, Explain, Extend/Elaborate, Evaluate), provide all the support needed for successful teaching practices. Professional development offers point-of-use support. A full-view approach to inquiry and testing provides new options for a variety of hands-on labs and assessments for three-dimensional learning.

***Elevate Science*** prepares students for the challenges of tomorrow, building strong reasoning skills and critical thinking strategies as they engage in explorations, formulate claims, and gather and analyze data that promote evidence-based argument. Designed for today's classroom, preparing students for tomorrow's world. ***Elevate Science*** promises to:

- Elevate thinking.
- Elevate learning.
- Elevate teaching.

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**A Correlation of Elevate Science ©2019, Grade 2  
To the  
Idaho Content Standards for Science, Grade 2**

**Table of Contents**

**PS Physical Sciences ..... 4**

**LS Life Sciences ..... 9**

**ESS Earth and Space Sciences..... 12**

**A Correlation of Elevate Science ©2019, Grade 2  
To the  
Idaho Content Standards for Science, Grade 2**

| Idaho Content Standards for Science<br>Grade 2   | Elevate Science ©2019<br>Grade 2  |
|--|---|
| <b>PS Physical Sciences</b>  |   |
| <b>PS1-2 Matter and Its Interactions</b>   |   |
| <b>Performance Standard</b>  |   |
| PS1-2-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.  | <b>SE/TE:</b><br>uConnect Lab: Which object is bigger?, 4<br>uInvestigate Lab: What is different?, 7<br>Quest Check-In: Build with Solids, Liquids, and Gases, 11<br>Quest Check-In: Observe, Measure, Test?, 19<br>uInvestigate Lab: Which package fits the blocks?, 21<br>uDemonstrate Lab: What makes something sink or float?, 40-41  |
| <b>Supporting Content</b>  |   |
| PS1-2-1.PS1.A Structure and Properties of Matter   |   |
| PS1-2-1.PS1.A.i Different kinds of matter exist and many of them can be solid, liquid, or gas depending on temperature. Matter can be described and classified by its observable properties. | <b>SE/TE:</b><br>Jumpstart Discovery!, 6<br>uInvestigate Lab: What is different?, 7<br>Matter Everywhere, 8<br>Types of Matter, 9<br>Describe Matter, 10<br>Quest Check-In: Build with Solids, Liquids, and Gases, 11<br>Observe Properties, 17<br>Test Properties, 18<br>Quest Check-In: Observe, Measure, Test?, 19<br>uInvestigate Lab: Which package fits the blocks?, 21<br>Shapes of Liquids and Gases, 28<br>Crosscutting Concepts Toolbox: Constructing Explanations, 29<br>States of Matter, 29<br>Topic Assessment, 36-37<br>Evidence-Based Assessment, 38-39<br>Quest Connection, 50<br>Matter Can Change, 50<br>Jumpstart Discovery!, 54<br>uInvestigate Lab: How does heating and cooling change matter?, 55 |

**A Correlation of Elevate Science ©2019, Grade 2  
To the  
Idaho Content Standards for Science, Grade 2**

| <b>Idaho Content Standards for Science<br/>Grade 2</b>  | <b>Elevate Science ©2019<br/>Grade 2</b>   |
|---|--|
| (Continued)   | (Continued)<br>Heating and Cooling, 57<br>STEM Math Connection: Compare Numbers, 65<br>Topic Assessment, 70-71<br>Evidence-Based Assessment, 72-73   |
| <b>Performance Standard</b>   |  |
| PS1-2-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. | <b>SE/TE:</b><br>Quest Kickoff: Toy Building Kit, 2-3<br>Quest Check-In: Build with Solids, Liquids, and Gases, 11<br>uInvestigate Lab: What can beavers teach engineers?, 15<br>Quest Connection, 23<br>Quest Check-In: How do you use shapes when building?, 24-25<br>Quest Connection, 28<br>Quest Check-In: Liquid and Gas Toys, 32<br>Quest Findings: Toy Building Kit, 34<br>Quest Kickoff: Building Bridges, 44-45<br>Quest Connection, 50<br>Quest Connection, 57<br>Quest Check-In: How does temperature change matter over time?, 59<br>Quest Findings: Building Bridges, 68 |

**A Correlation of Elevate Science ©2019, Grade 2  
To the  
Idaho Content Standards for Science, Grade 2**

| <b>Idaho Content Standards for Science<br/>Grade 2</b>                 | <b>Elevate Science ©2019<br/>Grade 2</b>  |
|--|---|
| <b>Supporting Content</b>  |   |
| PS1-2-2.PS1.A Structure and Properties of Matter                       |   |
| PS1-2-2.PS1.A.i Different properties are suited to different purposes. | <b>SE/TE:</b><br>Quest Kickoff: Toy Building Kit, 2-3<br>Quest Check-In: Build with Solids, Liquids, and Gases, 11<br>uInvestigate Lab: What can beavers teach engineers?, 15<br>Uses Solids, 22<br>Everyday Solids, 23<br>Quest Connection, 23<br>Quest Check-In: How do you use shapes when building?, 24-25<br>Quest Connection, 28<br>Quest Check-In: Liquid and Gas Toys, 32<br>Quest Findings: Toy Building Kit, 34<br>Topic Assessment, 36-37<br>Quest Kickoff: Building Bridges, 44-45<br>Quest Connection, 50<br>Quest Connection, 57<br>Quest Check-In: How does temperature change matter over time?, 59<br>Quest Findings: Building Bridges, 68<br>Career Connection: Structural Engineer, 69 |

**A Correlation of Elevate Science ©2019, Grade 2  
To the  
Idaho Content Standards for Science, Grade 2**

| <b>Idaho Content Standards for Science<br/>Grade 2</b>  | <b>Elevate Science ©2019<br/>Grade 2</b>  |
|---|---|
| <b>Performance Standard</b>   |   |
| PS1-2-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. | <b>SE/TE:</b><br>Quest Check-In: How do you use shapes when building?, 24-25<br>uDemonstrate Lab: How can you make something new?, 74-75  |
| <b>Supporting Content</b>   |   |
| PS1-2-3.PS1.A Structure and Properties of Matter  |   |
| PS1-2-3.PS1.A.i Different properties are suited to different purposes.  | <b>SE/TE:</b><br>Quest Kickoff: Toy Building Kit, 2-3<br>Quest Check-In: Build with Solids, Liquids, and Gases, 11<br>uInvestigate Lab: What can beavers teach engineers?, 15<br>Uses Solids, 22<br>Everyday Solids, 23<br>Quest Connection, 23<br>Quest Check-In: How do you use shapes when building?, 24-25<br>Quest Connection, 28<br>Quest Check-In: Liquid and Gas Toys, 32<br>Quest Findings: Toy Building Kit, 34<br>Topic Assessment, 36-37<br>Quest Kickoff: Building Bridges, 44-45<br>Quest Connection, 50<br>Quest Connection, 57<br>Quest Check-In: How does temperature change matter over time?, 59<br>Quest Findings: Building Bridges, 68<br>Career Connection: Structural Engineer, 69 |
| PS1-2-3.PS1.A.ii A great variety of objects can be built up from a small set of pieces.   | <b>SE/TE:</b><br>STEM Quest Check-In Lab: How do you use shapes when building?, 24-25<br>uConnect Lab: How can you use all of the materials?, 46<br>Objects Can Be Assembled from Other Objects, 62-63<br>Quest Connection, 63<br>STEM Quest Check-In Lab: What materials make a bridge strong?, 64<br>uDemonstrate Lab: How can you make something new?, 74-75   |

**A Correlation of Elevate Science ©2019, Grade 2  
To the  
Idaho Content Standards for Science, Grade 2**

| <b>Idaho Content Standards for Science<br/>Grade 2</b>   | <b>Elevate Science ©2019<br/>Grade 2</b>   |
|--|--|
| <b>Performance Standard</b>  |  |
| PS1-2-4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.                                | <b>SE/TE:</b><br>uInvestigate Lab: How does heating and cooling change matter?, 55<br>Heating and Cooling, 57<br>Reversible or Not, 58<br>Evidence-Based Assessment, 72-73   |
| <b>Supporting Content</b>  |  |
| PS1-2-4.PS1.B Chemical Reactions   |  |
| PS1-2-4.PS1.B.i Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not. | <b>SE/TE:</b><br>Jumpstart Discovery!, 54<br>uInvestigate Lab: How does heating and cooling change matter?, 55<br>Heating and Cooling, 57<br>Reversible or Not, 58<br>Quest Check-In: How does temperature change matter over time?, 59<br>Topic Assessment, 70-71<br>Evidence-Based Assessment, 72-73 |



**A Correlation of Elevate Science ©2019, Grade 2  
To the  
Idaho Content Standards for Science, Grade 2**

| Idaho Content Standards for Science<br>Grade 2  | Elevate Science ©2019<br>Grade 2   |
|---|--|
| <b>LS Life Sciences</b>   |  |
| <b>LS1-2 Ecosystems: Interactions, Energy, and Dynamics</b>   |  |
| <b>Performance Standard</b>   |  |
| LS1-2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow.               | <b>SE/TE:</b><br>uInvestigate Lab: What do plants need to grow?, 163<br>Quest Check-In Lab: How can you see the parts of a plant work?, 166-167<br>uDemonstrate Lab: How does a plant make oxygen?, 188-189  |
| <b>Supporting Content</b>   |  |
| LS1-2-1.LS2.A Interdependent Relationships in Ecosystems  |  |
| LS1-2-1.LS2.A.i Plants depend on water and light to grow.   | <b>SE/TE:</b><br>Plants and Animals, 156<br>Jumpstart Discovery!, 162<br>uInvestigate Lab: What do plants need to grow?, 163<br>What Plants Need, 164<br>Quest Connection, 165<br>Quest Check-In Lab: How can you see the parts of a plant work?, 166-167<br>Evidence-Based Assessment, 186-187<br>uDemonstrate Lab: How does a plant make oxygen?, 188-189<br>Topic Assessment, 220-221 |
| <b>Performance Standard</b>   |  |
| LS1-2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. | <b>SE/TE:</b><br>uInvestigate Lab: How Can You Model How Animals Spread Seeds?, 175<br>Quest Check-In Lab: Pollination, 178-179<br>uEngineer It!: Here's the Buzz, 180-181   |

**A Correlation of Elevate Science ©2019, Grade 2  
To the  
Idaho Content Standards for Science, Grade 2**

| Idaho Content Standards for Science<br>Grade 2  | Elevate Science ©2019<br>Grade 2  |
|---|---|
| <b>Supporting Content</b>   |   |
| LS1-2-2.LS2.A Interdependent Relationships in Ecosystems  |   |
| LS1-2-2.LS2.A.i Plants depend on animals for pollination or to move their seeds around.   | <b>SE/TE:</b><br>Quest Connection, 170<br>Jumpstart Discovery!, 174<br>uInvestigate Lab: How can You Model How Animals Spread Seeds, 175<br>Seeds Can Travel, 176<br>Pollen Can Travel, 177<br>Quest Connection, 177<br>Quest Check-In Lab: Pollination, 178-179<br>Quest Findings: Help Save the Giant Flower, 182<br>Evidence-Based Assessment, 186-187 |
| LS1-2-2.ETS1.B Developing Possible Solutions  |   |
| LS1-2-2.ETS1.B.i Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people. | <b>SE/TE:</b><br>uEngineer It!: Improve a Sipping Cup, 66-67<br>uEngineer It!: Improve a Dam!, 96-97<br>Quest Check-In: Prevent Floods, 123<br>uEngineer It! Stop Wind Erosion, 138-139<br>uEngineer It!: Plan a Habitat on Mars!, 202-203<br>Design a Solution, EM11   |

**A Correlation of Elevate Science ©2019, Grade 2  
To the  
Idaho Content Standards for Science, Grade 2**

| <b>Idaho Content Standards for Science<br/>Grade 2</b>   | <b>Elevate Science ©2019<br/>Grade 2</b>  |
|--|---|
| <b>LS2-2 Biological Adaptation: Unity and Diversity</b>  |   |
| <b>Performance Standard</b>  |   |
| <p>LS2-2-1 Make observations of plants and animals to compare the diversity of life in different habitats.</p> | <p><b>SE/TE:</b><br/> uConnect Lab: How are plants and animals alike and different?, 152<br/> uConnect Lab: What is out there?, 194<br/> Jumpstart Discovery!, 196<br/> uInvestigate Lab: Who lives in a grassland?, 197<br/> Habitats, 198<br/> Living Things and Their Habitats, 199<br/> Quest Check-In: Which habitat is best?, 200-201<br/> uInvestigate Lab: What do land plants need?, 205<br/> Forests Deserts Tundra, 206-207<br/> Quest Check-In: Habitat Diversity, 209<br/> uInvestigate Lab: How do plants survive in water?, 211<br/> Rivers and Streams, 214<br/> Wetlands, 215<br/> Quest Check-In: Why Some Animals Live in Water, 216<br/> Evidence-Based Assessment, 222-223<br/> uDemonstrate Lab: How can you compare diversity in two habitats? 224-225</p> |

**A Correlation of Elevate Science ©2019, Grade 2  
To the  
Idaho Content Standards for Science, Grade 2**

| <b>Idaho Content Standards for Science<br/>Grade 2</b>  | <b>Elevate Science ©2019<br/>Grade 2</b>  |
|---|---|
| <b>Supporting Content</b>   |   |
| LS2-2-1.LS4.D Biodiversity and Humans   |   |
| LS2-2-1.LS4.D.i There are many different kinds of living things in any area, and they exist in different places on land and in water. | <b>SE/TE:</b><br>uConnect Lab: What is out there?, 194<br>Jumpstart Discovery!, 196<br>uInvestigate Lab: Who lives in a grassland?, 197<br>Habitats, 198<br>Living Things and Their Habitats, 199<br>Quest Check-In: Which habitat is best?, 200-201<br>uInvestigate Lab: What do land plants need?, 205<br>Forests Deserts Tundra, 206-207<br>Grasslands, 208<br>Quest Check-In: Habitat Diversity, 209<br>uInvestigate Lab: How do plants survive in water?, 211<br>The Ocean, 212-213<br>Rivers and Streams, 214<br>Wetlands, 215<br>Quest Check-In: Why Some Animals Live in Water, 216<br>Topic Assessment, 220-221<br>Evidence-Based Assessment, 222-223<br>uDemonstrate Lab: How can you compare diversity in two habitats?, 224-225 |
| <b>ESS Earth and Space Sciences</b>   |   |
| <b>ESS1-2 Earth’s Place in the Universe</b>   |   |
| <b>Performance Standard</b>   |   |
| ESS1-2-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.                      | <b>SE/TE:</b><br>uInvestigate Lab: How do volcanoes change Earth?, 119<br>Earthquakes, 121<br>Quest Connection, 122<br>Floods and Landslides, 122<br>uInvestigate Lab: How do mountains change?, 125<br>Erosion and Deposition, 127<br>STEM Quest Check-In Lab: How does the ocean affect a coastal town?, 128<br>Evidence Based-Assessment, 144-145  |

**A Correlation of Elevate Science ©2019, Grade 2  
To the  
Idaho Content Standards for Science, Grade 2**

| <b>Idaho Content Standards for Science<br/>Grade 2</b>  | <b>Elevate Science ©2019<br/>Grade 2</b>  |
|---|---|
| <b>Supporting Content</b>   |   |
| ESS1-2-1.ESS1.C The History of Planet Earth   |   |
| ESS1-2-1.ESS1.C.i Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. | <b>SE/TE:</b><br><ul style="list-style-type: none"> <li>uInvestigate Lab: How do volcanoes change Earth?, 119</li> <li>Volcanoes, 120</li> <li>Earthquakes, 121</li> <li>Floods and Landslides, 122</li> <li>uInvestigate Lab: How do mountains change?, 125</li> <li>Erosion and Deposition, 127</li> <li>Topic Assessment, 142-143</li> <li>Evidence-Based Assessment, 144-145</li> </ul>   |
| <b>ESS2-2 Earth's Systems</b>   |   |
| <b>Performance Standard</b>   |   |
| ESS2-2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.                | <b>SE/TE:</b><br><ul style="list-style-type: none"> <li>uConnect Lab: Which solution is better?, 116</li> <li>uInvestigate Lab: How do plants protect fields from wind?, 131</li> <li>Quest Check-In Lab: How can you protect a coastal town from erosion?, 136-137</li> <li>uEngineer It!: Stop Wind Erosion, 138-139</li> <li>Quest Findings!: Save the Town, 140</li> <li>Evidence-Based Assessment, 144-145</li> <li>uDemonstrate Lab: How can you compare different solutions?, 146-147</li> </ul> |
| <b>Supporting Content</b>   |   |
| ESS2-2-1.ESS2.A Earth Materials and Systems   |   |
| ESS2-2-1.ESS2.A.i Wind and water can change the shape of the land.  | <b>SE/TE:</b><br><ul style="list-style-type: none"> <li>uInvestigate Lab: How do mountains change?, 125</li> <li>Erosion and Deposition, 127</li> <li>Quest Connection, 127</li> <li>STEM Quest Check-In Lab: How does the ocean affect a coastal town?, 128</li> <li>Solve it With Science: What if slow changes to Earth stopped?, 129</li> <li>Jumpstart Discovery!, 130</li> <li>Changes to Land, 132</li> <li>Changes to Water, 133</li> <li>Topic Assessment, 142-143</li> </ul>                  |

**A Correlation of Elevate Science ©2019, Grade 2  
To the  
Idaho Content Standards for Science, Grade 2**

| <b>Idaho Content Standards for Science<br/>Grade 2</b>  | <b>Elevate Science ©2019<br/>Grade 2</b>   |
|---|--|
| <b>ESS2-2-1.ETS1.C Optimizing the Design Solution</b>   |  |
| ESS2-2-1.ETS1.C.i Because there is always more than one possible solution to a problem, it is useful to compare and test designs. | <b>SE/TE:</b><br>uInvestigate Lab: What can beavers teach engineers?, 15<br>uConnect Lab: Which solution is better?, 116<br>Quest Check-In: Prevent Floods, 123<br>Quest Check-In Lab: How can you protect a coastal town from erosion?, 136-137<br>uEngineer It!: Stop Wind Erosion, 138-139<br>uDemonstrate Lab: How can you compare different solutions?, 146-147<br>Design a Solution, EM11<br>Improve the Design, EM12-EM13 |
| <b>Performance Standard</b>   |  |
| ESS2-2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area.                                | <b>SE/TE:</b><br>uConnect Lab: What covers most of the surface of Earth?, 80<br>uInvestigate Lab: How can you make a map of a special place?, 83<br>Quest Check-In Lab: How can you model landforms?, 88-89<br>uInvestigate Lab: Where is the best place to cross the water?, 91<br>Quest Findings: Map Your Hike!, 104<br>uDemonstrate Lab: What can we find at the playground or park?, 110-111                                |

**A Correlation of Elevate Science ©2019, Grade 2  
To the  
Idaho Content Standards for Science, Grade 2**

| <b>Idaho Content Standards for Science<br/>Grade 2</b>  | <b>Elevate Science ©2019<br/>Grade 2</b>  |
|---|---|
| <b>Supporting Content</b>   |   |
| ESS2-2-2.ESS2.B Plate Tectonics and Large-Scale System Interactions   |   |
| ESS2-2-2.ESS2.B.i Maps show where things are located. One can map the shapes and kinds of land and water in any area. | <p><b>SE/TE:</b><br/>           Quest Kickoff: Map Your Hike!, 78-79<br/>           uConnect Lab: What covers most of the surface of Earth?, 80<br/>           uInvestigate Lab: How can you make a map of a special place?, 83<br/>           Quest Check-In Lab: How can you model landforms?, 88-89<br/>           uInvestigate Lab: Where is the best place to cross the water?, 91<br/>           uInvestigate Lab: Why do map makers use different maps?, 99<br/>           Understand a Map, 100-101<br/>           Quest Connection, 101<br/>           Quest Check-In Lab: How far is it from here to there?, 102<br/>           Quest Findings: Map Your Hike!, 104<br/>           Career Connection: Map Maker, 105<br/>           Topic Assessment, 106-107<br/>           Evidence Based-Assessment, 108-109<br/>           uDemonstrate Lab: What can we find at the playground or park?, 110-111</p> |

**A Correlation of Elevate Science ©2019, Grade 2  
To the  
Idaho Content Standards for Science, Grade 2**

| <b>Idaho Content Standards for Science<br/>Grade 2</b>   | <b>Elevate Science ©2019<br/>Grade 2</b>   |
|--|--|
| <b>Performance Standard</b>  |  |
| ESS2-2-3 Obtain information to identify where water is found on Earth and that it can be solid, liquid or gas.         | <b>SE/TE:</b><br>States of Matter, 29<br>uConnect Lab: What covers most of the surface of Earth?, 80<br>Jumpstart Discovery!, 90<br>Rivers and Streams, 92<br>The Ocean, 92<br>Glaciers, 93<br>Math Toolbox: Fractions, 94<br>Lakes and Ponds, 94<br>Quest Check-In: Describe Earth's Water, 95<br>Topic Assessment, 106-107 |
| <b>Supporting Content</b>  |  |
| ESS2-2-3.ESS2.C The Roles of Water in Earth's Surface Processes  |  |
| ESS2-2-3.ESS2.C.i Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form. | <b>SE/TE:</b><br>Jumpstart Discovery!, 90<br>Rivers and Streams, 92<br>The Ocean, 92<br>Glaciers, 93<br>Math Toolbox: Fractions, 94<br>Lakes and Ponds, 94<br>Quest Check-In: Describe Earth's Water, 95<br>Topic Assessment, 106-107  |