

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



To the  
**Arizona Science Standards (2018)**  
**Grade 2**

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**Introduction**

The following document demonstrates how the ***Elevate Science, ©2019*** program supports Arizona Standards for Science (adopted in 2018). 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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<b>Arizona Science Standards (2018) Grade 2</b>	<b>Elevate Science Grade 2 ©2019</b>
<b>Second Grade: Focus on Systems and System Models; Energy and Matter</b>	
<b>Physical Sciences: Students develop an understanding of observable properties of matter and how changes in energy (heating or cooling) can affect matter or materials.</b>	
<b>Physical Science Standards</b>	
2.P1U1.1 Plan and carry out an investigation to determine that matter has mass, takes up space, and is recognized by its observable properties; use the collected evidence to develop and support an explanation.	<p><b>SE/TE:</b>  Topic 1 Jumpstart Discovery!, 6  Topic 1 uInvestigate Lab: What is different?, 7  Topic 1 Matter Everywhere, 8  Topic 1 Video, 8  Topic 1 Types of Matter, 9  Topic 1 Interactivity, 9  Topic 1 Describe Matter, 10  Topic 1 Quest Check-In: Build with Solids, Liquids, and Gases, 11  Topic 1 Measure Properties, 16  Topic 1 Observe Properties, 17  Topic 1 Test Properties, 18  Topic 1 Quest Check-In: Observe, Measure, Test, 19  Topic 1 uInvestigate Lab: Which package fits the blocks?, 21  Topic 1 uDemonstrate Lab: What makes something sink or float?, 40-41</p> <p><b>TE Only:</b>  Topic 1 Focus on Mastery!: Planning and Carrying Out Investigations, 7  Topic 1 Content Refresher: Weight and Mass, 8, 16</p>
2.P1U1.2 Plan and carry out investigations to gather evidence to support an explanation on how heating or cooling can cause a phase change in matter.	<p><b>SE/TE:</b>  Topic 2 uInvestigate Lab: How does heating and cooling change matter?, 55  Topic 2 Heating and Cooling, 57  Topic 2 Reversible or Not, 58  Topic 2 Quest Check-In: How does temperature change matter over time?, 59  Topic 2 Evidence-Based Assessment: Questions 1 &amp; 2, 72-73</p>

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2.P4U1.3 Obtain, evaluate and communicate information about ways heat energy can cause change in objects or materials.	<p><b>SE/TE:</b>  Topic 2 uInvestigate Lab: How does heating and cooling change matter?, 55  Topic 2 Heating and Cooling, 57  Topic 2 Reversible or Not, 58  Topic 2 Quest Check-In: How does temperature change matter over time?, 59  Topic 2 Evidence-Based Assessment: Question 1, 72-73</p>
<p><b>Earth and Space Sciences: Students develop an understanding of the distribution and role of water and wind in weather, shaping the land, and where organisms live. Wind and water can also change environments, and students learn humans and other organisms can change environments too. Students develop an understanding of changing patterns in the sky including the position of Sun, Moon, and stars, and the apparent shape of the Moon.</b></p>	
<p><b>Earth and Space Standards</b></p>	
2.E1U1.4 Observe and investigate how wind and water change the shape of the land resulting in a variety of landforms.	<p><b>SE/TE:</b>  Topic 4 The Essential Question: What can cause land to change?, Show What You Know, 113  Topic 4 Quest Kickoff STEM: Save the Town!, 114-115  Topic 4 Literacy Connection: Sequence, Tsunamis, 117  Topic 4 Floods and Landslides, 122  Topic 4 Quest Connection, 122  Topic 4 uInvestigate Lab: How do mountains change?, 125  Topic 4 Erosion and Deposition, 127  Topic 4 Crosscutting Concepts - Toolbox: Stability and Change, 127  Topic 4 STEM Quest Check-In Lab: How does the ocean affect a coastal town?, 128  Topic 4 Quest Connection, 133  Topic 4 uEngineer It! Improve STEM: Stop Wind Erosion, 138-139</p> <p><b>TE Only:</b>  Topic 4 Differentiated Instruction: Support Struggling Students, 129</p>

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2.E1U1.5 Develop and use models to represent that water can exist in different states and is found in oceans, glaciers, lakes, rivers, ponds, and the atmosphere.	<p><b>SE/TE:</b> Topic 3 uInvestigate Lab: How can you make a map of a special place?, 83 Topic 3 The Ocean, 92 Topic 3 Rivers and Streams, 92 Topic 3 Interactivity, 92 Topic 3 Glaciers, 93 Topic 3 Lakes and Ponds, 94 Topic 3 Quest Check-In: Describe Earth’s Water, 95</p> <p><b>TE Only:</b> Topic 3 Focus on Mastery!, Using Models, 83</p>
2.E1U2.6 Analyze patterns in weather conditions of various regions of the world and design, test, and refine solutions to protect humans from severe weather conditions.	<p><b>SE/TE:</b> Topic 4 Floods and Landslides, 122 Topic 4 Quest Check-In: Prevent Floods, 123 Topic 4 Assessment: Question 2, 142 Topic 4 Evidence-Based Assessment: Questions 1 &amp; 2, 144 Topic 4 STEM uDemonstrate Lab: How can you compare different solutions?, 146-147</p> <p><b>TE Only:</b> Topic 4 Focus on Mastery!: Designing a Solution, 123</p>
2.E1U3.7 Construct an argument from evidence regarding positive and negative changes in water and land systems that impact humans and the environment.	<p><b>SE/TE:</b> Topic 3 uEngineer It! Improve STEM: Improve a Dam!, 96-97 Topic 3 Interactivity, 96 Topic 4 Quest Kickoff STEM: Save the Town!, 114-115 Topic 4 Changes to Land, 132 Topic 4 Changes to Water, 133 Topic 4 Stop Wind and Water, 134-135 Topic 4 STEM Quest Check-In Lab? How can you protect a coastal town from erosion?, 136-137 Topic 4 uEngineer It! Improve STEM: Stop Wind Erosion, 138-139 Topic 4 Quest Findings STEM: Save the Town!, 140 Topic 4 Assessment: Question 3, 143</p>

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2.E2U1.8 Observe and explain the Sun’s position at different times during a twenty-four-hour period and changes in the apparent shape of the Moon from one night to another.	This standard is addressed in <i>Elevate Science</i> Grade 1, Topic 3, Lesson 1: Observe the Sky; Lesson 2: Patterns in the Sky; Lesson 3: Daylight Changes and Seasons.
<b>Life Sciences: Students develop an understanding that life on Earth depends on energy from the Sun or energy from other organisms to survive.</b>	
<b>Life Science Standards</b>	
2.L2U1.9 Obtain, analyze, and communicate evidence that organisms need a source of energy, air, water, and certain temperature conditions to survive.	<b>SE/TE:</b> Topic 5 The Essential Question: What do animals and plants need to survive?, 149 Topic 5 Quest Kickoff: Help Save the Giant Flower, 150-151 Topic 5 Literacy Connection: Compare and Contrast, Living Things, 153 Topic 5 Plants and Animals, 156 Topic 5 Jumpstart Discovery!, 162 Topic 5 uInvestigate Lab: What do plants need to grow?, 163 Topic 5 What Plants Need?, 164 Topic 5 Quest Check-In Lab: How can you see the parts of a plant work?, 166-167 Topic 5 Jumpstart Discovery!, 169 Topic 5 uInvestigate Lab: What do animals need?, 169 Topic 5 Animals Need Things to Grow, 170 Topic 5 Interactivity, 170 Topic 5 Assessment: The Essential Question 184
2.L2U1.10 Develop a model representing how life on Earth depends on energy from the Sun and energy from other organisms.	<b>SE/TE:</b> Topic 5 Plants and Animals, 156 Topic 5 uInvestigate Lab: What do plants need to grow?, 163 Topic 5 What Plants Need, 164 Topic 5 uInvestigate Lab: What do animals need?, 169 Topic 5 Animals Need Things to Grow, 170 Topic 5 Assessment: Question 1, 184