

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



To the  
**Missouri**  
**Learning Standards for Science 2018**  
**Grade 2**

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**Introduction**

The following document demonstrates how the ***Elevate Science***, ©2019 program supports the Missouri Learning 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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| <b>Missouri Learning Standards<br/>for Science 2018, Grade 2</b> |   | <b>Elevate Science<br/>Grade 2, ©2019</b>   |
|--|---|---|
| <b>PS1 Matter and Its Interactions</b>                           |   |   |
| PS1.A  | Structure and Properties of Matter  |   |
| PS1.A.1  | Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. | <p><b>SE/TE:</b><br/>           uConnect Lab: Which object is bigger?, 4<br/>           Jumpstart Discovery!, 6<br/>           uInvestigate Lab: What is different?, 7<br/>           Quest Check-In: Build with Solids, Liquids, and Gases, 11<br/>           Crosscutting Concepts Toolbox: Patterns, 17<br/>           Test Properties, 18<br/>           Quest Check-In: Observe, Measure, Test, 19<br/>           uDemonstrate Lab: What makes something sink or float?, 40-41</p> <p><b>Realize™ Digital Resources:</b><br/> <b>Properties of Matter</b><br/>           Lesson 1, Describe Matter&gt; Interactivity: Explore Solids, Liquids and Gases<br/>           Lesson 2, Properties of Matter&gt;Video: Properties of Matter;&gt;Interactivity: Observe Properties of Matter</p> |

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|---------|---|--|
| PS1.A.2 | Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. | <p><b>SE/TE:</b><br/>           Quest Kickoff: Toy Building Kit, 2-3<br/>           Quest Connection, 10<br/>           Quest Check-In: Build with Solids, Liquids, and Gases, 11<br/>           STEM ulnvestigate Lab: What can beavers teach engineers?, 15<br/>           Quest Check-In: Observe, Measure, Test, 19<br/>           ulnvestigate Lab: Which package fits the blocks?, 21<br/>           STEM Quest Check-In Lab: How do you use shapes when building?, 24-25<br/>           Quest Check-In: Liquid and Gas Toys, 32<br/>           Quest Findings: Toy Building Kit, 34<br/>           uDemonstrate Lab: What makes something sink or float?, 40-41<br/>           STEM Quest Check-In Lab: What materials make a bridge strong?, 64<br/>           uEngineer It! Improve STEM: Improve a Sipping Cup!, 66-67</p> <p><b>Realize™ Digital Resources:</b><br/> <b>Properties of Matter</b><br/>           Lesson 1, Describe Matter&gt;uEngineer It! Video: Design a Nutcracker<br/>           Lesson 3, Use Solids&gt; Interactivity: The Most Useful Tool for a Job<br/>           Lesson 4, Use Liquids and Gases&gt; Interactivity: Experiment with Solids, Liquids and Gases</p> |

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|--|---|---|
| <b>PS2 Motion and Stability: Forces and Interactions</b>                         |   |   |
| PS2.A  | Forces and Motion   |   |
| PS2.A.1  | Analyze data to determine how the motion of an object changed by an applied force or the mass of an object. | <b>SE/TE:</b><br>This standard is addressed in Elevate Science, Grade 3. See following citations:<br>Changes in Speed, 12<br>Changing Motion, 19<br>uInvestigate Lab What makes it move?, 25<br>Forces, 26<br>Contact Forces, 27<br>Visual Literacy What are noncontact forces?, 28-29<br>Visual Literacy How can you move an object?, 36-37<br>STEM uDemonstrate Lab Why do objects move?, 48-49             |
| <b>PS4 Waves and Their Applications in technologies for Information Transfer</b> |   |   |
| PS4.A  | Wave Properties   |   |
| PS4.A.1  | Plan and conduct investigations to provide evidence that changes in vibration create change in sound.       | <b>SE/TE:</b><br>This standard is addressed in Elevate Science, Grade 1.<br>See:<br>uConnect Lab How can a ruler make a sound?, 4<br>uInvestigate Lab How does size affect sound?, 7<br>Sound, 8<br>Making Sounds, 14<br>Literacy Toolbox Draw Conclusions, 15<br>Making Music, 16<br>Quest Check In How can instruments talk, 18<br>STEM uDemonstrate Lab Which instrument can you use to make sound?, 34-35 |

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| <b>LS2 Ecosystems: Interactions, Energy, and Dynamics</b>        |  |
| LS2.A  | Interdependent Relationships in Ecosystems   |
| LS2.A.1  | <p>Plan and conduct investigations on the growth of plants when growing conditions are altered (e.g., dark vs. light, water vs. no water).</p> <p><b>SE/TE:</b><br/>           Jumpstart Discovery!, 162<br/>           uInvestigate Lab, What do plants need to grow?, 163<br/>           What Plants Need, 164<br/>           Topic Assessment, 184-185<br/>           Evidence-Based Assessment, 186-187<br/>           uDemonstrate Lab: How does a plant make oxygen?, 188-189</p> <p><b>Realize™ Digital Resources:</b><br/> <b>Plants and Animals</b><br/>           Lesson 2, Plant Needs&gt;Video: Plant Needs;&gt;Interactivity: How Plant Parts Help Plants;&gt;Quiz: Plant Needs</p> |
| LS2.A.2  | <p>Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.</p> <p><b>SE/TE:</b><br/>           Quest Connection, 170<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/>           uEngineer It!: Here's the Buzz, 180-181<br/>           Quest Findings: Help Save the Giant Flower, 182<br/>           Evidence-Based Assessment, 186-187</p>  |

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| <b>ESS1 Earth's Place in the Universe</b>                |   |
| ESS1.C   | The History of Planet Earth   |
| ESS1.C.1   | <p>Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</p> <p><b>SE/TE:</b><br/>           Stem Quest Kickoff: Save the Town, 114-115<br/>           ulnvestigate Lab: How do volcanoes change Earth?, 119<br/>           ulnvestigate Lab: How do mountains change?, 125<br/>           Earth Movement and Mountains: Use Evidence, 126<br/>           Erosion and Deposition, 127<br/>           STEM Quest Check-In Lab: How does the ocean affect a coastal town?, 128<br/>           Solve it with Science, 129<br/>           STEM ulnvestigate Lab: How do plants protect fields from wind?, 131<br/>           Visual Literacy: Stop Wind and Water, 134-135<br/>           STEM Quest Check-In Lab: How can you protect a coastal town from erosion?, 136-137<br/>           uEngineer It!: Stop Wind Erosion, 138-139<br/>           STEM Quest Findings: Save the Town, 140<br/>           Career Connection: Environmental Engineer, 141<br/>           STEM uDemonstrate Lab: How can you compare different solutions?, 146-147</p> <p><b>TE only:</b><br/>           Possible Misconceptions, 121<br/>           Focus on Mastery!: Constructing Explanations, 133</p> <p><b>Realize™ Digital Resources:</b><br/> <b>Earth's Processes</b><br/>           &gt;Topic Launch&gt;Quest Kickoff&gt;Video: Save the Town<br/>           &gt;Lesson 1, Earth Changes Quickly&gt;Video: Earth Changes Quickly;&gt;Interactivity: Quick Changes on Earth<br/>           &gt;Lesson 2, Earth Changes Slowly&gt;Video: Earth Changes Slowly;&gt;Interactivity: Changing Land<br/>           &gt;uEngineer It!: Stop Wind Erosion&gt;Interactivity: Stop Wind Erosion<br/>           &gt;Topic Close&gt;Quest Findings&gt;Interactivity: Save the Town</p> |

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| <b>ESS2 Earth's Systems</b>                              |  |
| ESS2.A   | Earth Materials and Systems  |
| ESS2.A.1   | <p>Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.</p> <p><b>SE/TE:</b><br/>           Quest Kickoff: Map Your Hike!, 78-79<br/>           Quest Findings: Map Your Hike, 104<br/>           STEM Quest Kickoff: Save the Town, 114-115<br/>           uConnect Lab: Which solution is better?, 116<br/>           STEM ulnvestigate Lab: How do plants protect fields from wind?, 131<br/>           Changes to Land, 132<br/>           Changes to Water, 133<br/>           Visual Literacy: Stop Wind and Water, 134-135<br/>           STEM Quest Check-In Lab: How can you protect a coastal town from erosion?, 136-137<br/>           uEngineer It!: Stop Wind Erosion, 138-139<br/>           Quest Findings: Save the Town, 140<br/>           uDemonstrate Lab: How can you compare different solutions?, 146-147</p> <p><b>Realize™ Digital Resources:</b><br/> <b>Earth's Water and Land</b><br/>           &gt;Topic Launch&gt;Quest Kickoff&gt;Video: Map Your Hike!<br/>           &gt;Topic Close&gt;Quest Findings&gt;Interactivity: Map Your Hike!</p> <p><b>Earth's Processes</b><br/>           &gt;Topic Launch&gt;Quest Kickoff&gt;Video: Save the Town<br/>           &gt;Lesson 1, Earth Changes Quickly&gt;Video: Earth Changes Quickly;&gt;Interactivity: Quick Changes on Earth<br/>           &gt;Lesson 2, Earth Changes Slowly&gt;Video: Earth Changes Slowly;&gt;Interactivity: Changing Land<br/>           &gt;uEngineer It!: Stop Wind Erosion&gt;Interactivity: Stop Wind Erosion<br/>           &gt;Lesson 3, People Can Change Earth&gt;Video: People Can Change Earth;&gt;Interactivity: How do people change Earth?<br/>           &gt;Topic Close&gt;Quest Findings&gt;Interactivity: Save the Town</p> |



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| ESS2.B   | Plate Tectonics and Large-Scale Systems  |  |
| ESS2.B.1   | Develop a model to represent the shapes and kinds of land and bodies of water in an area.        | <p><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 How can you model landforms?, 88-89<br/> uInvestigate Lab: Where is the best place to cross the water?, 91<br/> Evidence-Based Assessment, 108-109<br/> uDemonstrate Lab: What can we find at the playground or park?, 110-111</p> |
| ESS2.C   | The Role of Water in Earth's Surface Processes   |  |
| ESS2.C.1   | Obtain information to identify where water is found on Earth and that it can be solid or liquid. | <p><b>SE/TE:</b><br/> The Ocean 92<br/> Rivers and Streams, 92<br/> Glaciers, 93<br/> Lakes and Ponds, 94<br/> Quest Check-In: Describe Earth's Water, 95</p> <p><b>Realize™ Digital Resources:</b><br/> <b>Earth's Water and Land</b><br/> Lesson 2, Water on Earth&gt;Video: Water on Earth;&gt;Interactivity: Water, Water Everywhere</p>   |

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| <b>ETS1 Engineering Design</b>                           |   |
| ETS1.A   | Defining and Delimiting Engineering Problems  |
| ETS1.A.1   | <p>Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p> <p><b>SE/TE:</b><br/>           Quest Kickoff: Protect a Habitat, 192-193<br/>           Quest Check-In Lab: Which habitat is best?, 200-201<br/>           uEngineer It! Define STEM: Plan a Habitat on Mars!, 202-203<br/>           Quest Findings: Protect a Habitat, 218<br/>           Engineering Practices: Define a Problem, EM10</p> <p><b>Realize™ Digital Resources:</b><br/> <b>Habitats</b><br/>           Lesson 1, Identify Habitats&gt;uEngineer It! Video: Environment on Mars</p> |
| ETS1.B   | Developing Possible Solutions   |
| ETS1.B.1   | <p>Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p> <p><b>SE/TE:</b><br/>           uEngineer It! Model STEM: Design a Nutcracker!, 12-13<br/>           STEM ulnvestigate Lab: What can beavers teach engineers?, 15<br/>           STEM Quest Check-In Lab: What materials make a bridge strong?, 64<br/>           uEngineer It! Improve STEM: Improve a Sipping Cup!, 66-67</p>   |
| ETS1.C   | Optimizing the Solution Process   |
| ETS1.C.1   | <p>Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</p> <p><b>SE/TE:</b><br/>           ulnvestigate Lab: How can you model how animals spread seeds?, 175<br/>           Engineering Practices: Improve the Design, EM12-EM13</p> <p><b>Realize™ Digital Resources:</b><br/> <b>Earth’s Water and Land</b><br/>           Lesson 2, Water on Earth&gt;uEngineer It!<br/>           Interactivity: Fix the Dam!</p>  |

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