

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



To the  
**Oklahoma**  
**Academic Standards for Science**  
**Grade 2**

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**Introduction**

The following document demonstrates how the ***Elevate Science, ©2019*** program supports the Oklahoma Academic Standards for Science. 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>2-PS1 Matter and Its Interactions</b>	
<p>2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. Clarification Statement Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share. Investigations could include ice and snow melting or frozen objects thawing.</p>	<p><b>SE/TE:</b>  uConnect Lab: Which object is bigger?, 4  Jumpstart Discovery!, 6  uInvestigate Lab: What is different?, 7  Matter Everywhere, 8  Quest Check-In: Build with Solids, Liquids, and Gases, 11  Measure Properties, 16  Test Properties, 18  Quest Check-In: Observe, Measure, Test?, 19  Matter Can Change, 50  Quest Connection, 50  Jumpstart Discovery!, 60</p>
<p>2-PS1-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. Clarification Statement Examples of properties could include, strength, flexibility, hardness, texture, and absorbency (e.g. paper towels could be utilized to measure absorbency and strength). Assessment Boundary of quantitative measurements is limited to length.</p>	<p><b>SE/TE:</b>  Topic 1 Opener: Properties of Matter, 1  Quest Kickoff: Toy Building Kit, 2-3  Quest Check-In: Build with Solids, Liquids, and Gases, 11  uInvestigate Lab: What can beavers teach engineers?, 15  Uses Solids, 22  Everyday Solids, 23  Quest Connection, 23  Quest Check-In: How do you use shapes when building?, 24-25  Quest Connection, 28  Quest Check-In: Liquid and Gas Toys, 32  Quest Findings: Toy Building Kit, 34  Topic Assessment, 36-37  Quest Kickoff: Building Bridges, 44-45  Quest Connection, 50  Quest Connection, 57  Quest Check-In: How does temperature change matter over time?, 59  Jumpstart Discovery!, 60  Quest Findings: Building Bridges, 68  Career Connection: Structural Engineer, 69</p>

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<p>2-PS1-3 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. Clarification Statement Examples of pieces could include blocks, building bricks, or other assorted small objects. Provide students with the same number of objects to create a different object. Assessment Boundary Do not introduce terminology associated with the Law of Conservation of Matter just concepts. Chemical change is outside of this performance expectation.</p>	<p><b>SE/TE:</b>  <ul style="list-style-type: none"> <li>uInvestigate Lab: How can you change objects?, 49</li> <li>Objects Can Be Assembled from Other Objects, Interactivity, 62</li> <li>Objects, 62</li> <li>Quest Connection, 63</li> <li>uDemonstrate Lab: How can you make something new?, 74-75</li> </ul> </p>
<p>2-PS1-4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. Clarification Statement Demonstrations of reversible changes could include materials such as water, butter or crayons at different temperatures. Demonstrations of irreversible changes could include cooking an egg, freezing a plant leaf, and heating paper.</p>	<p><b>SE/TE:</b>  <ul style="list-style-type: none"> <li>Topic 2 Opener: Changing Matter, 42-43</li> <li>Jumpstart Discovery!, 48</li> <li>uInvestigate Lab: How can you change objects?, 49</li> <li>You Can Change Matter, 51</li> <li>Matter Can Change In Many Ways, 52</li> <li>Quest Check-In: Matter Can Change, 53</li> <li>Jumpstart Discovery!, 54</li> <li>uInvestigate Lab: How does heating and cooling change matter?, 55</li> <li>Video, 57</li> <li>Heating and Cooling, 57</li> <li>Interactivity, 58</li> <li>Reversible or Not, 58</li> <li>Topic Assessment, 70-71</li> <li>Evidence-Based Assessment, 72-73</li> </ul> </p>
<b>2-LS2 Ecosystems: Interactions, Energy, and Dynamics</b>	
<p>2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow. Clarification Statement Investigations should be limited to testing one variable at a time. Assessment Boundary is limited to testing one variable at a time.</p>	<p><b>SE/TE:</b>  <ul style="list-style-type: none"> <li>Plants and Animals, 156</li> <li>Jumpstart Discovery!, 162</li> <li>uInvestigate Lab: What do plants need to grow?, 163</li> <li>What Plants Need, 164</li> <li>Quest Connection, 165</li> <li>Evidence-Based Assessment, 186-187</li> <li>uDemonstrate Lab: How does a plant make oxygen?, 188-189</li> </ul> </p>

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2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. Clarification Statement Examples include: placing socks on the outside of students' shoes and walking outside allows socks to gather seeds; plant sock(s) to see what grows; using an eyedropper to move liquids from one container to another emulating hummingbirds or bees pollinating plants.	<b>SE/TE:</b> Quest Connection, 170 uInvestigate Lab: How can You Model How Animals Spread Seeds, 175 Seeds Can Travel, 176 Video, 176 Pollen Can Travel, 177 Quest Connection, 177 Quest Check-In Lab: Pollination, 178-179 uEngineer It!: Here's the Buzz, 180-181 Quest Findings: Help Save the Giant Flower, 182 Evidence-Based Assessment, 186-187
<b>2-LS4 Biological Unity and Diversity</b>	
2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats. Clarification Statement Emphasis is on the diversity of living things in each of a variety of different habitats. Students could explore different habitats around their school, aquariums, neighborhoods. Assessment Boundary does not include specific animal and plant names in specific habitats.	<b>SE/TE:</b> Habitats, 198 Interactivity, 199 Living Things and Their Habitats, 199 Interactivity, 199 Quest Check-In: Which habitat is best?, 200-201 uInvestigate Lab: What do land plants need?, 205 uDemonstrate Lab: How can you compare diversity in two habitats?, 224-225
<b>2-ESS1 Earth's Place in the Universe</b>	
2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly. Clarification Statement Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly. Assessment Boundary Assessment does not include quantitative measurements of timescales.	<b>SE/TE:</b> Plateaus and Canyons, 86 uInvestigate Lab: How do volcanoes change Earth?, 119 Earthquakes, 121 Floods and Landslides, 122 Interactivity, 122 Quest Connection, 122 uInvestigate Lab: How do mountains change?, 125 Erosion and Deposition, 127 Crosscutting Concepts Toolbox: Stability and Change, 127 Quest Check-In Lab: How does the ocean affect a coastal town?, 128 Topic Assessment, 142-143 Evidence Based-Assessment, 144-145

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<b>2-ESS2 Earth's Systems</b>	
<p>2-ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. Clarification Statement Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land. Students could explore these ideas with sand tables or soil and water in large containers.</p>	<p><b>SE/TE:</b>  uConnect Lab: Which solution is better?, 116  Crosscutting Concepts Toolbox: Stability and Change, 127  Quest Connection, 127  Jumpstart Discovery!, 130  uInvestigate Lab: How do plants protect fields from wind?, 131  Changes to Land, 132  Changes to Water, 133  Stop Wind and Water, 134-135  Quest Check-In Lab: How can you protect a coastal town from erosion?, 136-137  uEngineer It!: Stop Wind Erosion, 138-139  Quest Findings!: Save the Town, 140  Topic Assessment, 142-143  uDemonstrate Lab: How can you compare different solutions?, 146-147</p>
<p>2-ESS2-2 Develop a model to represent the shapes and kind of land and bodies of water in an area. Clarification Statement See Disciplinary Core Ideas. Assessment Boundary does not include quantitative scaling in models.</p>	<p><b>SE/TE:</b>  Quest Kickoff: Map Your Hike!, 78-79  uConnect Lab: What covers most of the surface of Earth?, 80  Jumpstart Discovery!, 82  uInvestigate Lab: How can you make a map of a special place?, 83  uInvestigate Lab: Where is the best place to cross the water?, 91  Quest Check-In Lab: How far is it from here to there?, 102  uDemonstrate Lab: What can we find at the playground or park?, 110-111</p>

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<p>2-ESS2-3 Obtain information to identify where water is found on Earth and that it can be solid or liquid. Clarification Statement See Disciplinary Core Ideas.</p>	<p><b>SE/TE:</b>            Describe Matter, 10            uConnect Lab: What covers most of the surface of Earth?, 80            Jumpstart Discovery!, 90            Rivers and Streams, 92            The Ocean, 92            Glaciers, 93            Lakes and Ponds, 94            Math Toolbox: Fractions, 94            Lakes and Ponds, 94            Quest Check-In: Describe Earth's Water, 95            Topic Assessment, 106-107            The Ocean, 212-213</p>