

A Correlation of  
**Elevate Science**  
6-8 Modules, ©2019



To the  
**Arizona Science Standards (2018)**  
**Grade 7**

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## **Introduction**

This document demonstrates how **Elevate Science ©2019** meets the Arizona Science Standards, Grades 6-8. Correlation page references are to the Student and Teacher’s Editions and cited at the page level.

Pearson 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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<b>Arizona Science Standards (2018) Grade 7</b>	<b>Elevate Science Modules Grades 6-8, ©2019</b>
Grade 7	
<b>Seventh Grade: Focus on Patterns; Cause and Effect; Structure and Function</b>	
<b>Physical Sciences: Students will explore how cause and effect take place within and between a wide variety of force and motion systems from forces on individual objects to the forces that shape our Earth.</b>	
<b>Physical Science Standards</b>	
7.P2U1.1 Collect and analyze data demonstrating how electromagnetic forces can be attractive or repulsive and can vary in strength.	<b>Forces</b> <b>SE/TE:</b> Electromagnetic Principles, 75 Magnetic Fields and Current, 76–77 Solenoids and Electromagnets, 78–79 uEngineer It! Electromagnetism in Action, 81
7.P2U1.2 Develop and use a model to predict how forces act on objects at a distance.	<b>Forces</b> <b>SE/TE:</b> How Forces Affect Motion, 7–8 Electric Force, Fields, and Energy, 57–58 Magnetic Force and Energy, 67–68
7.P3U1.3 Plan and carry out an investigation that can support an evidence-based explanation of how objects on Earth are affected by gravitational force.	<b>Forces</b> <b>SE/TE:</b> Types of Forces, 8 Factors That Affect Gravity, 38–39  <b>Earth’s Place in the Universe</b> <b>SE/TE:</b> Gravity and Orbits, 21
7.P3U1.4 Use non-algebraic mathematics and computational thinking to explain Newton’s laws of motion.	<b>Forces</b> <b>SE/TE:</b> Newton’s First Law of Motion, 25–26 Newton’s Second Law of Motion, 27–28 Newton’s Third Law of Motion, 29–31 Newton’s Laws Together, 31 Quest Check-In, 32  <b>Earth’s Place in the Universe</b> <b>SE/TE:</b> Inertia, 22

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<b>Earth and Space Sciences: Students develop an understanding of the patterns of energy flowing along with matter cycling within and among the Earth's systems.</b>	
<b>Earth and Space Standards</b>	
7.E1U1.5 Construct a model that shows the cycling of matter and flow of energy in the atmosphere, hydrosphere, and geosphere.	<p><b>Relationships Within Ecosystems</b> <b>SE/TE:</b> Living Things and Energy, 5-7 uDemonstrate Lab: Cycling Energy and Matter, 28-31 Energy Roles in an Ecosystem, 47-50 Energy and Matter Transfer, 50-53 Competition and Predation, 81-83 Symbiotic Relationships, 84-86 Conservation of Matter and Energy, 57 Water Cycle, 58-59 Carbon and Oxygen Cycles, 60-61 Nitrogen Cycle in Ecosystems, 62-63</p>
7.E1U1.6 Construct a model to explain how the distribution of fossils and rocks, continental shapes, and seafloor structures provides evidence of the past plate motions.	<p><b>Earth Systems</b> <b>SE/TE:</b> Constructive and Destructive Forces in the Geosphere, 14-15 Hypothesis of Continental Drift, 99-101 Mid-Ocean Ridges, 102 Sea-Floor Spreading, 103 Ocean Trenches, 104-105 The Slow Acceptance of Continental Drift, 107 The Theory of Plate Tectonics, 109-112 Plate Boundaries, 113-116 Case Study: Australia on the Move, 118-119 New Landforms from Plate Movement, 123-124 For related content, please see: Stress and Earth's Crust, 121-122 Volcanoes and Plate Boundaries, 134-135 Volcano Landforms, 136-137 uDemonstrate Lab: Modeling Sea-Floor Spreading, 146-149</p>

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7.E1U2.7 Analyze and interpret data to construct an explanation for how advances in technology has improved weather prediction.	<b>Cycles Influencing Weather and Climate SE/TE:</b> Learning from Weather Maps, 34–35 Storm Safety, 46 For related content, please see: Watching the Clouds Go By, 37
<b>Life Sciences: Students develop an understanding of the structure and function of cells.</b>	
<b>Life Science Standards</b>	
7.L1U1.8 Obtain, evaluate, and communicate information to provide evidence that all living things are made of cells, cells come from existing cells, and cells are the basic structural and functional unit of all living things.	<b>Systems, Reproduction, and Growth SE/TE:</b> Characteristics of Living Things, 5–7 Life Produces More Life, 8–9 Cells, 63 The Functions of Cell Division, 95 The Cell Cycle, 96–100
7.L1U1.9 Construct an explanation to demonstrate the relationship between major cell structures and cell functions (plant and animal).	<b>Systems, Reproduction, and Growth SE/TE:</b> Cells, 63 Hands-On Lab, 72 Parts of a Cell, 73–78 Cells Working Together, 79–80 Lesson 2 Check, Quest Check-In, 81
7.L1U1.10 Develop and use a model to explain how cells, tissues, and organ systems maintain life (animals).	<b>Systems, Reproduction, and Growth SE/TE:</b> Homeostasis, 12 Cells Work Together, 79–80 Organization of the Body, 115 Levels of Organization, 116–117 Homeostasis, 130–132 Case Study: Agents of Infection, 134–135 Excretory System, 156–157 Nervous System, 161 Endocrine System, 166–168
7.L1U1.11 Explain how organisms maintain internal stability and evaluate the effect of the external factors on organisms’ internal stability.	<b>Systems, Reproduction, and Growth SE/TE:</b> Homeostasis, 12 Homeostasis, 130–132 Agents of Infection, 134–135

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<p>7.L2U1.12 Construct an explanation for how some plant cells convert light energy into food energy.</p>	<p><b>Systems, Reproduction, and Growth</b> <b>SE/TE:</b> Form and Function, 39 Characteristics of Plants, 40–41</p> <p><b>Relationships Within Ecosystems</b> <b>SE/TE:</b> Living Things and Energy, 5–7 Photosynthesis, 8–9 Expressing Photosynthesis, 10–11 uEngineer It! Engineering Artificial Photosynthesis, 13 Energy Roles in an Ecosystem, 47</p>