

A Correlation of
Elevate Science
Grade 2, ©2019



To the
Iowa Core Science Standards
Grade 2

A Correlation of Elevate Science, Grade 2, ©2019
To the
Iowa Core New Science Standards (NGSS), Grade 2

Introduction

The following document demonstrates how the ***Elevate Science, ©2019*** program supports the Iowa Core Science Standards, 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 21st 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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Iowa Core Science Standards Grade 1	Elevate Science Grade 2, ©2019
2-PS1 Matter and Its Interactions	
Performance Expectation 2-PS1-1	
Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	SE/TE: 4, 6–7, 21, 24–25, 32, 34, 40–41
Performance Expectation 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	SE/TE: 11, 15, 19, 21, 24–25, 32, 34, 40–41, 46, 64, 66–68
Performance Expectation 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.	SE/TE: 63, 64–67, 74–75
Performance Expectation 2-PS1-4	
Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	SE/TE: 55, 56–58, 59
2-LS2 Ecosystems: Interactions, Energy, and Dynamics	
Performance Expectation 2-LS2-1	
Plan and conduct an investigation to determine if plants need sunlight and water to grow.	SE/TE: 163, 188–189
Performance Expectation 2-LS2-2	
Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.	SE/TE: 175, 178–181
2-LS4 Biological Evolution: Unity and Diversity	
Performance Expectation 2-LS4-1	
Make observations of plants and animals to compare the diversity of life in different habitats.	SE/TE: 190–191, 194–201, 204–205, 206–209, 220, 212–216, 220–222, 223–225.

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2-ESS1 Earth's Place in the Universe	
Performance Expectation 2-ESS1-1	
Use information from several sources to provide evidence that Earth events can occur quickly or slowly.	SE/TE: 116, 118-129, 142-145
2-ESS2 Earth's Systems	
Performance Expectation 2-ESS2-1	
Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.	SE/TE: 116, 130-133, 136-137, 139-140, 146-147
Performance Expectation 2-ESS2-2	
Develop a model to represent the shapes and kinds of land and bodies of water in an area.	SE/TE: 83, 88-89, 104, 110-111, 136-137
Performance Expectation 2-ESS2-3	
Obtain information to identify where water is found on Earth and that it can be solid or liquid.	SE/TE: 90, 91-94, 95-97
K-2-ETS1 Engineering Design	
Performance Expectation K-2-ETS1-1	
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.	SE/TE: 2-3, 12-13, 44-45, 66-67, 74-75, 116, 138-139, EM10 TE only: 41, 75, 111, 147, 189, 225
Performance Expectation K-2-ETS1-2	
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.	SE/TE: 12-13, 15, 24-25, 62, 66-67, 74-75, 96-97, 123, 131, 136-137, 175, 180-181, 202-203, 211, EM6-EM7
Performance Expectation K-2-ETS1-3	
Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	SE/TE: 140, 146-147