



LEARN • GROW • LEAD



FAMILIES • CHOICE • OPPORTUNITY

# ESA-FUNDED STEM ENRICHMENT PROGRAM

## 5-WEEK MAXIMUS MISSION EXPERIENCE

A United States-based, story-driven STEM enrichment program that can be funded through the Empowerment Scholarship Account (ESA).



DISCOVERY  
TODAY



OPPORTUNITY  
FOR TOMORROW



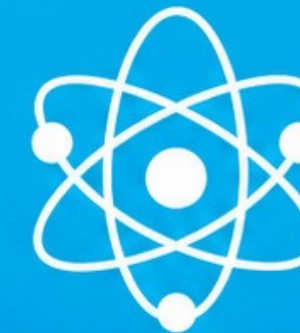
BRIGHTER  
TOGETHER

STEM WORKSHOPS

HANDS-ON LEARNING

CHARACTER DEVELOPMENT

REAL-WORLD SKILLS



ENGAGE HEARTS.  
ENGAGE MINDS.  
**INSPIRE FUTURES.**



**STEM  
CHANGES  
LIVES!**

# EXECUTIVE SUMMARY

SCIENCE  
BUILDS  
BRIGHTER  
FUTURES

## A STEM EXPERIENCE FOR ARIZONA STUDENTS

Science 2 The Max is an immersive STEM program that helps children learn science while seeing themselves as scientists, innovators, creators and problem solvers. We serve Arizona students, including families who participate in the Empowerment Scholarship Account (ESA) program, in partnership with schools, homeschool groups and community learning centers.

Students join the Maximus Mission Team and use scientific inquiry to investigate a continuing story: what transformed Maximus, who was in his laboratory, what the evidence reveals, and how they can design a fictional Youth Serum model.

### WE CAN CHANGE THE PARADIGM

Science 2 The Max has the power to change how young people feel about themselves and how they feel about education. When students are engaged, seen and supported, they build confidence, believe in their potential and develop a love for learning.

### EDUCATION SHOULD BE DIVERSE

Every child has different learning styles. Education should be diverse in its teaching because students learn in unique ways-visually, hands on through storytelling, technology, collaboration and more. Science 2 The Max is the pathway for educating them, meeting students where they are and giving them multiple ways to explore, understand and succeed.



### PROGRAM AT A GLANCE



**5 WEEKS**

One connected Maximus Mission each week



**GRADES 3 - 8**

Aligned to Arizona Science Standards



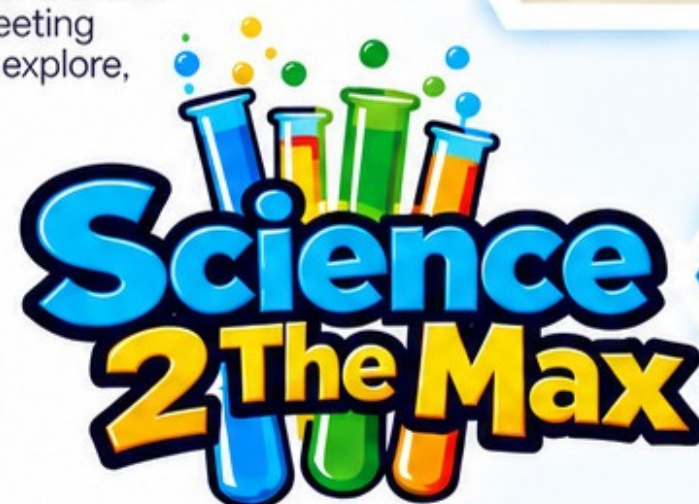
**60 MIN**

Recommended weekly session



**ESA APPROVED**

Qualifies for ESA (Empowerment Scholarship Account) funding



ENGAGE • EXPLORE • EMPOWER

SCIENCE TODAY  
BRIGHTER TOMORROWS

### THE LEARNING ARC

01

#### QUESTION

Ask bold questions

02

#### EXPERIMENT

Explore and test ideas

03

#### ANALYZE

Interpret evidence

04

#### DEFEND

Share and justify findings

05

#### CREATE

Design solutions for a better future



ARIZONA  
STUDENTS  
BRIGHTER TOMORROWS



# SCIENCE CURRICULUM ALIGNMENT



Students  
Explore.  
Create.  
Innovate.

## ALIGNED TO ARIZONA ACADEMIC STANDARDS

Science 2 The Max uses an inquiry-based, hands-on and problem-based approach to help students build curiosity, critical thinking and real-world skills while aligning with the Arizona Science Standards (A.R.S. 15-701).



### Energy & Matter

Grades 3–5

AZ Science Standards: 3.P1U1 | 4.P1U1 | 5.P1U2

Students investigate how energy moves, changes and affects the world through hands-on experiments and real-life examples.



### Forces & Motion

Grades 3–5

AZ Science Standards: 3.P1U2 | 4.P1U2 | 5.P1U1

Students explore motion, balanced and unbalanced forces, and how objects interact in everyday life.



### Life Science

Grades 3–5

AZ Science Standards: 3.L1U1 | 4.L1U1 | 5.L2U1

Students examine living things, their needs, adaptations and how they survive and thrive in changing environments.



### Matter & Its Properties

Grades 3–5

AZ Science Standards: 3.P1U3 | 4.P1U3 | 5.P2U1

Students investigate solids, liquids, gases and mixtures through experimentation, observation and analysis.



### Earth & Space Science

Grades 3–5

AZ Science Standards: 3.E1U1 | 4.E1U1 | 5.E2U1

Students explore Earth's systems, natural resources and the universe beyond through inquiry and real-world connections.

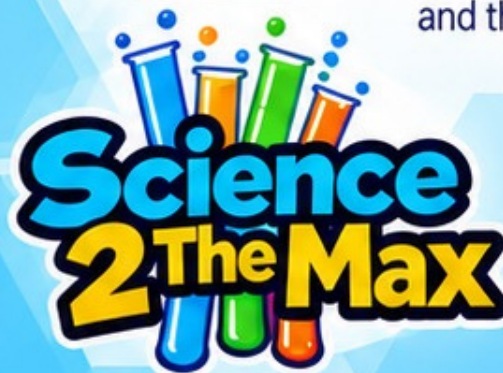


### Scientific Inquiry & Engineering Practices

Grades 3–5

AZ Science Standards: 3.S1U1 | 4.S1U1 | 5.S1U1

Students ask questions, plan and conduct investigations, analyze data, construct explanations and design solutions like real scientists and engineers.



*Engage Hearts. Engage Minds.*

INSPIRE BRIGHTER FUTURES.



REAL SKILLS.  
REAL CONFIDENCE.  
BRIGHTER TOMORROWS.



# SCIENCE CURRICULUM ALIGNMENT

MIDDLE SCHOOL (GRADES 6–8)

## ALIGNED TO ARIZONA ACADEMIC STANDARDS

Science 2 The Max uses an inquiry-based, hands-on and problem-based approach to help students build curiosity, critical thinking and real-world skills while aligning with the Arizona Science Standards (A.R.S. 15-701).



Students  
Explore.  
Create.  
Innovate.



### Matter & Chemical Reactions

Grades 6–8

AZ Science Standards: 6.P1U1 | 7.P1U1 | 8.P1U1

Students analyze the structure and properties of matter, investigate chemical reactions and apply evidence to explain real-world phenomena.



### Earth Systems & Human Impact

Grades 6–8

AZ Science Standards: 6.E1U1 | 7.E1U1 | 8.E1U1

Students analyze Earth's systems, natural resources and the impact of human activity, using data to propose sustainable solutions.



### Life Science & Ecosystems

Grades 6–8

AZ Science Standards: 6.L2U1 | 7.L3U1 | 8.L4U1

Students explore cell systems, genetics, organism interactions and ecosystem dynamics to understand how life adapts and thrives.



### Engineering Design & Technology

Grades 6–8

AZ Science Standards: 6.P3U1 | 7.P3U1 | 8.P3U1

Students apply the engineering design process to identify problems, test solutions and improve designs using evidence and data.



### Forces, Motion & Energy

Grades 6–8

AZ Science Standards: 6.P2U1 | 7.P2U1 | 8.P2U1

Students investigate motion, forces, energy transfer and conservation to design solutions to real-world challenges.



### Scientific Inquiry & Argumentation

Grades 6–8

AZ Science Standards: 6.S1U1 | 7.S1U1 | 8.S1U1

Students develop and use models, analyze data, construct explanations and engage in evidence-based arguments to solve problems like real scientists.



Engage Hearts. Engage Minds.

INSPIRE BRIGHTER FUTURES.



REAL SKILLS.  
REAL CONFIDENCE.  
BRIGHTER TOMORROWS.



# Core Competencies & Student Outcomes

ALIGNED TO ARIZONA ACADEMIC STANDARDS

*Engage Hearts.  
Engage Minds.  
Inspire Futures.*



ARIZONA  
STUDENTS.  
BRIGHTER  
TOMORROWS.



## CRITICAL THINKING

- Ask scientific questions and define problems.
- Develop hypotheses and make predictions.
- Analyze and interpret evidence.
- Use data to identify patterns and draw conclusions.
- Revise thinking when new evidence is found.
- Defend conclusions with reasoning.

## ARIZONA STANDARDS ALIGNMENT

**Science: 6.S1, 7.S1, 8.S1**

Ask questions, plan and carry out investigations, analyze and interpret data, and construct explanations.

**ELA: RI.6–8.1, RI.6–8.7**

Read, analyze and use evidence to support claims.



## CREATIVITY & INNOVATION

- Generate multiple possible solutions.
- Design and build scientific models.
- Use imagination within scientific constraints.
- Create a fictional Youth Serum structure.
- Evaluate and improve designs.
- Present an original scientific idea.

## ARIZONA STANDARDS ALIGNMENT

**Science: 6.S3, 7.S3, 8.S3**

Develop and use models, design solutions, and apply scientific ideas to solve real-world problems.

**ELA: W.6–8.2, W.6–8.4**

Write informative/explanatory texts and produce clear, organized work.



## COMMUNICATION & LEADERSHIP

- Work productively in teams.
- Maintain a science journal.
- Listen to and consider multiple viewpoints.
- Communicate findings clearly (oral, written and visual).
- Present claim-evidence-reasoning.
- Build confidence and scientific identity.

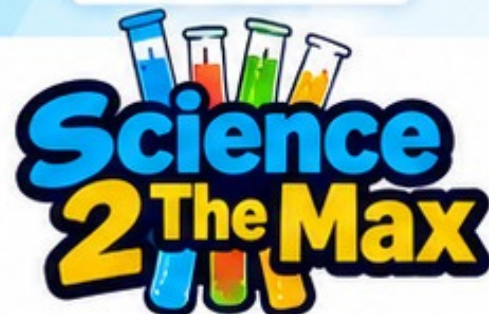
## ARIZONA STANDARDS ALIGNMENT

**Science: 6.S4, 7.S4, 8.S4**

Engage in argument from evidence and communicate scientific information.

**ELA: SL.6–8.1, SL.6–8.4**

Participate in collaborative discussions and present information clearly and effectively.



## SCIENCE 2 THE MAX STUDENT IDENTITY OUTCOME

Students leave with more than science vocabulary. We want them to say:

*"I can investigate. I can use evidence. I can solve problems. I can create. I can be a scientist!"*

*REAL SKILLS.  
REAL CONFIDENCE.  
BRIGHTER TOMORROWS.*

# WEEKS 1 & 2: BUILD THE SCIENTIST

SCIENCE 2 THE MAX

ASK • INVESTIGATE • DISCOVER • GROW



## WEEK 1 – THE EDUCATED GUESS

Ask the right questions. Science begins with curiosity.



Students learn the scientific method through a mystery-substance investigation while building observation, questioning and critical thinking skills.



**OBSERVATION** – What do I notice?



**QUESTION** – What do I want to know?



**HYPOTHESIS** – What do I think will happen?



**EXPERIMENT** – How can I test it?



**EVIDENCE** – What did I find?



**CONCLUSION** – What does it mean?



### BADGE: Junior Scientist

Think like a scientist. Everyone can do it!



## WEEK 2 – THE REACTION

Explore. Experiment. See science in action.



Students investigate chemical reactions and states of matter through connected, hands-on experiments.



**Mystery Serum** – unknown substances



**Invisible Force** – air and motion



**Dry Ice Discovery** – states of matter



**Elephant Toothpaste** – chemical reactions



**The Transformation** – matter, energy and force



### BADGE: Chemical Scientist

Investigate. Observe. Explain. Make connections!

## ARIZONA STANDARDS ALIGNMENT



These weeks align with the Arizona Science Standards (A.R.S. 15-701):

- 6.P1U1 – Ask questions and define problems.
- 6.P1U2 – Plan and carry out investigations.
- 6.P1U3 – Analyze and interpret data.
- 6.P1U4 – Construct explanations and communicate solutions.

### ELA CONNECTION (Arizona Common Core Standards):

- RI.6.1 – Cite evidence to support claims.
- W.6.7 – Conduct short research projects and present findings.

## KEY MINDSET



**“An incorrect hypothesis is not a failed investigation.”**

Students learn to respect evidence, reflect on results and change ideas when stronger evidence appears.

***Mistakes lead to discoveries!***



• HANDS-ON LEARNING | REAL-WORLD SKILLS | BRIGHTER TOMORROWS

ENGAGE HEARTS. ENGAGE MINDS. INSPIRE FUTURES.

# WEEK 3:

## THE CRIME LAB - FOLLOW THE EVIDENCE

OBSERVE • ANALYZE • INVESTIGATE • THINK • SOLVE

Maximus's laboratory appears to have been compromised! Students become forensic investigators as they collect, analyze and interpret evidence to solve the mystery. They will use real science skills, work in teams, and apply critical thinking to build a case and identify the most likely suspect.

### EVIDENCE STATIONS

|                                                                                     |                                                                                        |                                              |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------|
|    | <b>#001 Fingerprint Analysis</b><br>Identify patterns and compare prints.              | loops • whorls • arches • ridge patterns     |
|    | <b>#002 Mystery Powder</b><br>Test and analyze unknown substances.                     | properties • testing • material evidence     |
|    | <b>#003 Footprint Analysis</b><br>Measure and compare shoe prints.                     | length • width • tread • wear • direction    |
|    | <b>#004 Gait Pattern</b><br>Analyze movement and stride.                               | step length • stride • foot angle • movement |
|   | <b>#005 Crime Scene Reconstruction</b><br>Use evidence to build a logical explanation. | location • spatial reasoning • sequence      |
|  | <b>#006 Suspect Analysis</b><br>Evaluate evidence and make a claim.                    | motive • opportunity • alibi • evidence      |



### FORENSIC THINKING

**OBSERVATION** – what I see or measure.

**EVIDENCE** – information that may answer the question.

**INFERENCE** – what the evidence could mean.

**CONCLUSION** – the explanation best supported by evidence.

*“Look closely.  
Think critically.  
Let the evidence  
lead the way.”*



### ARIZONA STANDARDS ALIGNMENT (A.R.S. 15-701)

#### Science Standards (Grades 3–8 examples):

- 3.P1U3 – Plan and carry out investigations.
- 4.P2U2 – Analyze and interpret data.
- 5.P3U1 – Use evidence to construct explanations.
- 6.P4U2 – Develop and use models to explain phenomena.
- 7.S1U1 – Analyze and interpret data to support claims.
- 8.S1U2 – Construct explanations using evidence.

#### ELA Standards (Grades 3–8):

- RI.3.1 / RI.4.1 / RI.5.1 / RI.6.1 / RI.7.1 / RI.8.1  
Cite evidence to support claims.
- W.3.2 / W.4.2 / W.5.2 / W.6.2 / W.7.2 / W.8.2  
Write informative/explanatory texts using evidence.



ENGAGE • EXPLORE • EMPOWER

SCIENCE  
CREATES  
ANSWERS!



### MAXIMUS FORENSIC CASE JOURNAL

Evidence number • observation • hypothesis • test • result •  
what it might mean • questions • fact or inference?

### SCIENCE SKILLS IN ACTION

- Observing
- Comparing
- Measuring
- Recording
- Analyzing
- Interpreting
- Evaluating
- Communicating
- Problem Solving
- Working in Teams

EVIDENCE  
TELLS A  
STORY!



### CORE QUESTION

“Do you **KNOW** that –  
or do you **THINK** that?”

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REAL SKILLS. REAL CONFIDENCE. BRIGHTER TOMORROWS.

# WEEK 4: THE SIX SUSPECTS – BUILD & DEFEND THE CASE

SCIENCE 2 THE MAX

ANALYZE • COMPARE • REASON • DEFEND • THINK LIKE A SCIENTIST

Students receive six fictional suspect dossiers and reopen the evidence journals they completed before meeting the suspects.  
**No single clue should solve the case.** Students must analyze all evidence, work as a team and build a strong, evidence-based conclusion.

EVIDENCE  
LEADS TO  
ANSWERS!

## 1 MEET THE SUSPECTS

*Look closely. Everyone has a story.*

Students review six fictional suspect dossiers, examining:

- ✓ Background information
- ✓ Relationship to Maximus
- ✓ Reason for lab access
- ✓ Timeline and alibi
- ✓ Statement
- ✓ Physical evidence
- ✓ Footwear information
- ✓ Scientific knowledge/skills
- ✓ Motive



## 2 COMPARE THE EVIDENCE

*What does the evidence really show?*

Students analyze each clue and compare it to the suspect information.

- ✓ Classify each clue as MATCH, POSSIBLE, EXCLUDED or UNKNOWN
- ✓ Identify evidence that supports or contradicts a hypothesis
- ✓ Look for patterns and connections
- ✓ Distinguish observations from inferences
- ✓ Use scientific reasoning, not assumptions

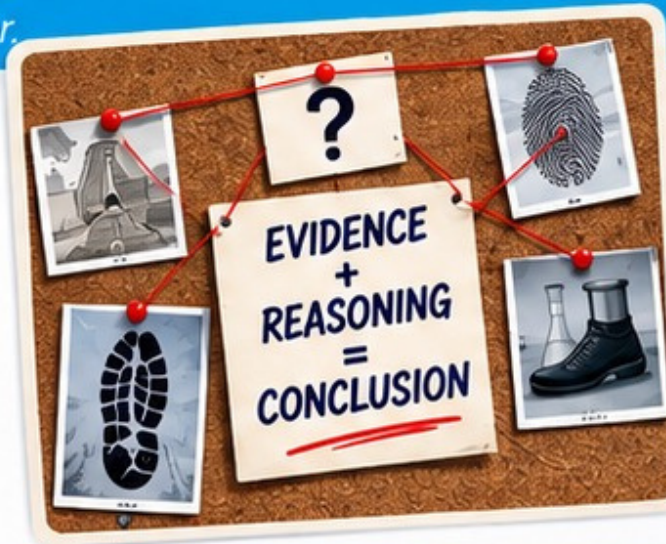


## 3 BUILD THE CASE

*Put the pieces together.*

Teams combine multiple clues to distinguish who was present from what that person may have done.

- ✓ Organize evidence
- ✓ Identify consistent patterns
- ✓ Consider multiple explanations
- ✓ Eliminate unlikely suspects
- ✓ Construct a logical, evidence-based case



## 4 DEFEND THE CASE

*Use evidence. Share your reasoning.*

Teams present a Claim–Evidence–Reasoning argument, answer questions and revise conclusions when stronger evidence is presented.

- ✓ Present a clear claim
- ✓ Support with evidence
- ✓ Explain the reasoning
- ✓ Respond to questions
- ✓ Revise when new evidence appears
- ✓ Communicate like real scientists



### ARIZONA STANDARDS ALIGNMENT

Science Standards (A.R.S. 15-701)

- 6.P1U1 – Ask questions and define problems
- 6.P2U2 – Analyze and interpret data
- 6.P4U2 – Construct explanations and communicate solutions

### ELA Standards (Arizona College & Career Ready)

- RI.6.1, RI.6.8 – Cite evidence and analyze information
- W.6.2, W.6.7 – Write informative/explanatory texts
- SL.6.1 – Engage in collaborative discussions
- L.6.1, L.6.3 – Use precise language and reasoning

Real Evidence.  
Real Thinking.  
Brighter Futures.

ENGAGE HEARTS. ENGAGE MINDS. INSPIRE FUTURES.

# WEEK 5: THE YOUTH SERUM - CREATE THE SOLUTION

IMAGINE • DESIGN • CREATE • IMPROVE • PRESENT

SCIENCE 2 THE MAX

YOUNG MINDS SOLVE BIG PROBLEMS!

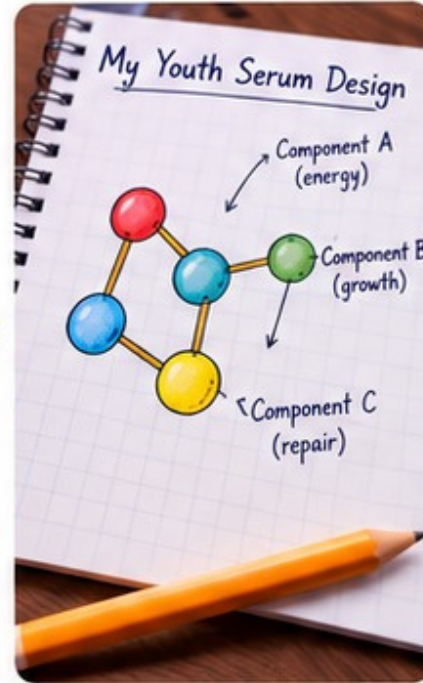
The investigation recovers Maximus's research, but the final fictional Youth Serum compound is missing. Students must design, build, evaluate, revise and present a scientific model of their own creation using evidence, creativity and teamwork.



## DESIGN

Plan your solution.

- 1 Name your compound
- 2 Choose and research materials/components
- 3 Sketch and label your design
- 4 Explain what your model represents and how it could work



"Good scientists plan before they build!"



## BUILD & REVISE

Turn your ideas into a model.

- 1 Use food-colored marshmallows and toothpicks (or similar materials) to build your model
- 2 Make sure each color represents an atom, component or connection
- 3 Test your model with peer feedback
- 4 Improve and revise based on evidence and suggestions



"Test ideas. Get feedback. Make it better!"



## PRESENT

Share your science with the world.

- 1 Name it
- 2 Describe it
- 3 Explain how it works
- 4 Defend it with evidence
- 5 Answer questions from classmates and invited guests



"Your ideas matter. Share them with confidence!"

## BADGE JOURNEY



### JUNIOR SCIENTIST

Scientific inquiry and exploration



### CHEMICAL SCIENTIST

Matter, reactions & energy



### FORENSIC INVESTIGATOR

Evidence & reasoning



### MAXIMUS MOLECULAR SCIENTIST

Design, innovation & communication



## ARIZONA STANDARDS ALIGNMENT (A.R.S. 15-701)

Science Standards (Grades 3–6 examples):

- 3.P1U2 – Develop and use models.
- 4.P2U1 – Plan and carry out investigations.
- 5.P3U3 – Construct explanations from evidence.
- 6.P4U2 – Analyze and interpret data.

Science Standards (Grades 6–8 examples):

- 6.P3U1 – Develop and use models.
- 7.P3U1 – Plan and carry out investigations.
- 8.P4U1 – Construct explanations and design solutions.
- 8.P4U3 – Communicate and defend solutions.

"Science today.  
Brighter tomorrows."



ENGAGE HEARTS. ENGAGE MINDS. EMPOWER FUTURES.

# How Arizona Schools & ESA Families Benefit...

HANDS-ON LEARNING • REAL-WORLD SKILLS • BRIGHTER FUTURES

*Engage.  
Empower.  
Elevate.*



**ARIZONA  
STUDENTS.  
BRIGHTER  
TOMORROWS.**



## STUDENTS

CONFIDENT LEARNERS. BIGGER DREAMS.

- Higher engagement through hands-on, story-based learning.
- Builds critical thinking, creativity and problem-solving skills.
- Strengthens confidence, collaboration and scientific communication.
- Opportunities to create, present and lead.
- Helps students see themselves as future scientists, innovators and leaders.



## TEACHERS

SUPPORT. RESOURCES. REAL IMPACT.

- A practical, ready-to-implement enrichment program.
- Standards-aligned, inquiry-based lessons and activities.
- Resources, kits and training support.
- Strategies for differentiated instruction to meet diverse learning styles.
- Formative assessment tools through student projects and presentations.
- Ongoing support from the Science 2 The Max team.



## SCHOOLS, DISTRICTS & ESA FAMILIES

EXPAND ACCESS. CREATE OPPORTUNITY.

- A turnkey STEM enrichment program for Arizona schools and districts.
- Supports Arizona Science Standards (A.R.S. 15-701) and 21st Century Skills.
- Flexible implementation: single workshops, multi-week programs or district-wide initiatives.
- ESA approved purchases through ClassWallet (educational enrichment, STEM kits, workshops).
- Builds community engagement through family STEAM experiences.
- A scalable model with measurable student engagement and long-term impact.



## A PARTNERSHIP — NOT A REPLACEMENT FOR YOUR CURRICULUM

Science 2 The Max is an enrichment experience that works alongside Arizona's academic standards, school goals, local educators, and ESA families to create more opportunities for hands-on, meaningful STEM learning.



*More Access.  
More Opportunity.  
Brighter Futures.*

ENGAGE HEARTS. ENGAGE MINDS. INSPIRE FUTURES.

# PARTNERSHIP MODEL

A step-by-step approach to bring Science 2 The Max to more Arizona students!



## PHASE 1 PLAN

Meet with district and school leaders, ESA families and community partners; select schools or programs; confirm student groups, schedules, materials, safety protocols and onsite logistics.



## PHASE 2 DELIVER

Deliver one 60-minute Maximus Mission each week for five weeks. Hands-on, story-based STEM learning that builds real-world skills. Teachers and ESA families participate, observe and support implementation.



## PHASE 3 SHOWCASE

Conclude with a Maximus Scientific Conference where learners present their final models, share what they discovered and demonstrate their scientific thinking.



## PHASE 4 EVALUATE & SCALE

Review student engagement, journals, reasoning, presentations and teacher/parent feedback. Identify improvements and scale to additional Arizona schools and ESA programs.



## MEASURES OF SUCCESS

- Student participation
- Scientific reasoning
- Inquiry and problem-solving
- Creativity and innovation
- Confidence and self-identity
- Collaboration and communication
- Teacher and parent feedback
- Program expansion to more Arizona schools and ESA families

## SCIENCE 2 THE MAX PROVIDES

- Curriculum & lesson plans
- Mission story & video clips
- Facilitator guide
- Student journals & activities
- Badge system
- Forensic case investigations
- Adventure kits & materials
- Molecular design challenge
- Assessment tools
- Student certificates
- Teacher training & support
- Optional virtual extensions



ARIZONA STUDENTS. BRIGHTER TOMORROWS.



## PARTNER SUPPORTS

- Onsite space (classrooms, libraries, etc.)
- Scheduling flexibility
- School administrators & teachers
- Community partnerships
- Safety requirements and compliance
- Local curriculum alignment (Arizona Science Standards)
- Family engagement opportunities
- Ongoing evaluation and growth

## NOW ESA FAMILIES CAN USE CLASSWALLET!



Arizona families using the Empowerment Scholarship Account (ESA) can now use ClassWallet to pay for our Science 2 The Max programs onsite — including workshops, multi-week programs, STEM kits, and special events.

- ✓ Easy & Secure Payment
- ✓ Approved ESA Expense
- ✓ Invest in Your Child's Future

**SAME MISSION.  
MORE ACCESS.  
BIGGER IMPACT!**

*Engaged Students. Brighter Futures.*



HANDS-ON LEARNING



REAL-WORLD SKILLS



STRONGER COMMUNITIES

SCIENCE 2 THE MAX  
ARIZONA, USA