

A Correlation of

Elevate Science

Grade 3, ©2019



To the

Idaho

Content Standards for Science (2018)

Grade 3

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Idaho Content Standards for Science, Grade 3**

Introduction

The following document demonstrates how the ***Elevate Science* ©2019** program supports the Idaho Content Standards for Science, Grade 3. 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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Idaho Content Standards for Science Grade 3	Elevate Science ©2019 Grade 3
PS Physical Sciences	
PS1-3 Motion and Stability: Forces and Interactions	
Performance Standard	
PS1-3-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	SE/TE: Quest Kickoff: Pinball Wizard!, 2-3 uConnect Lab: How do things move?, 4 Quest Check-In: Get Rolling!, 13 Quest Check-In: Bouncing Around Ideas, 23 uInvestigate Lab: What makes it move?, 25 Quest Check-In: Launch Your Pinball!, 32 uInvestigate Lab: How can you hold up an object?, 35 Quest Check-In Lab: How can you control your flippers?, 40-41 Quest Findings: Pinball Wizard!, 42
Supporting Content	
PS1-3-1.PS2.A Forces and Motion	
PS1-3-1.PS2.A.i Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative additions of forces are used at this level.)	SE/TE: Quest Kickoff: Pinball Wizard!, 2-3 Position and Motion, 8 Model It!, 9 Relative Motion, 9 Quest Connection, 9 Visual Literacy Connection: Which road is faster?, 10-11 Changes in Speed, 12 Quest Check-In: Get Rolling!, 13 uInvestigate Lab: How can you describe the motion of an object?, 17 Changing Motion, 19 Quest Connection, 19 Motion Without a Pattern, 22 Quest Check-In: Bouncing Around Ideas, 23 uInvestigate Lab: What makes it move?, 25 Forces, 26 Quest Connection, 30 Combined Forces, 31 Quest Check-In: Launch Your Pinball!, 32 Visual Literacy Connection: How can you move an object?, 36-37 Net Force, 38 Quest Check-In Lab, 40-41

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Performance Standard	
PS1-3-2 Make observations and/or measurements of an object’s motion to provide evidence that a pattern can be used to predict future motion.	SE/TE: uConnect Lab: How do things move?, 4 uInvestigate Lab: How fast can it move?, 7 uInvestigate Lab: How can you describe the motion of an object?, 17 Patterns of Motion, 18 Visual Literacy Connection: How high can it fly?, 20-21 uInvestigate Lab: What makes it move?, 25 Crosscutting Concepts Toolbox: Cause and Effect, 26 Quest Check-In: Launch Your Pinball!, 32 uDemonstrate Lab: Why do objects move?, 48-49
Supporting Content	
PS1-3-2.PS2.A Forces and Motion	
PS1-3-2.PS2.A.i Force applied to an object can alter the position and motion of that object: revolve, rotate, float, sink, fall and at rest.	SE/TE: Quest Kickoff: Pinball Wizard!, 2-3 uConnect Lab: How do things move?, 4 Quest Connection, 9 Changes in Speed, 12 Quest Check-In: Get Rolling!, 13 uInvestigate Lab: How can you describe the motion of an object?, 17 Changing Motion, 19 Quest Connection, 19 Quest Check-In: Bouncing Around Ideas, 23 uInvestigate Lab: What makes it move?, 25 Forces, 26 Quest Connection, 30 Quest Check-In: Launch Your Pinball!, 32 Quest Check-In Lab: How can you control your flippers?, 40-41 Quest Findings: Pinball Wizard!, 42 uDemonstrate Lab: Why do objects move?, 48-49

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<p>PS1-3-2.PS2.A.ii The patterns of an object’s motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (Boundary: Technical terms, such as magnitude, velocity, momentum, and vector quantity, are not introduced at this level, but the concept that some quantities need both size and direction to be described is developed.)</p>	<p>SE/TE: uInvestigate Lab: How fast can it move?, 7 Position and Motion, 8 Model It!, 9 Relative Motion, 9 Visual Literacy Connection: Which road is faster?, 10-11 uInvestigate Lab: How can you describe the motion of an object?, 17 Patterns of Motion, 18 Visual Literacy Connection: How high can it fly?, 20-21 Motion Without a Pattern, 22 uInvestigate Lab: What makes it move?, 25 Forces, 26 Crosscutting Concepts Toolbox: Cause and Effect, 26 Quest Check-In: Launch Your Pinball!, 32 uDemonstrate Lab: Why do objects move?, 48-49</p>
Performance Standard	
<p>PS1-3-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.</p>	<p>SE/TE: Visual Literacy Connection: What are noncontact forces?, 28-29 uConnect Lab: How can you move objects without touching them?, 54 uInvestigate Lab: How can you keep objects in the air?, 57 Model It!, 59 Attract or Repel, 59 Quest Connection, 62 uInvestigate Lab: How can you make a magnet?, 67 Magnetic Poles, 70 Magnetic Fields, 71 Quest Check-In Lab: How can magnets sort objects by weight?, 72-73 uDemonstrate Lab: How can you use a force?, 82-83</p>

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Performance Standard	
PS1-3-4 Define a simple design problem that can be solved by applying scientific ideas about magnets.	SE/TE: Quest Connection, 70 Quest Check-In Lab: How can magnets sort objects by weight?, 72-73 uEngineer It!: Moving Along, 74-75 uDemonstrate Lab: How can you use a force?, 82-83
LS Life Sciences	
LS1-3 Ecosystems: Interactions, Energy, and Dynamics	
Performance Standard	
LS1-3-1 Construct an argument that some animals form groups that help members survive.	SE/TE: Sports Connection, 224 uInvestigate Lab: How do some birds fly so far?, 225 Visual Literacy Connection: Why do animals form groups?, 226-227 Quest Connection, 228 Animal Groups, 228-229 Lesson 2 Check, 229 Quest Check-In: Let's Get Together, 230 Topic Assessment, 246-247
Supporting Content	
LS1-3-1.LS2.D Social Interactions and Group Behavior	
LS1-3-1.LS2.D.i Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size.	SE/TE: Visual Literacy Connection: Why do animals form groups?, 226-227 Animal Groups, 228-229 Quest Check-In: Let's Get Together, 230
LS2-3 Heredity: Inheritance and Variation of Traits	
Performance Standard	
LS2-3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.	SE/TE: uInvestigate Lab: How do offspring compare to their parents?, 185 uBe a Scientist: Identify Traits, 187 uDemonstrate Lab: How can you use evidence to support that a trait is inherited?, 208-209

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Supporting Content	
LS2-3-1.LS3.A Inheritance of Traits	
LS2-3-1.LS3.A.i Many characteristics of organisms are inherited from their parents.	SE/TE: STEM Connection, 184 Investigate Lab: How do offspring compare to their parents?, 185 Traits from Parents, 186 Question It!, 187 Topic Assessment, 204-205 Evidence-Based Assessment, 206-207
LS2-3-1.LS3.B Variation of Traits	
LS2-3-1.LS3.B.i Different organisms vary in how they look and function because they have different inherited information.	SE/TE: Traits of Parents and Offspring, 187 Traits in Similar Plants, 188 Traits in Similar Animals, 189 Topic Assessment, 204-205 Evidence-Based Assessment, 206-207
Performance Standard	
LS2-3-2 Use evidence to support the explanation that traits can be influenced by the environment.	SE/TE: Investigate Lab: How can the environment affect an organism?, 195 Inherited Traits and the Environment, 196 Environmental Factors, 197 Visual Literacy Connection: How can environmental factors affect organisms?, 198-199 Sunlight and Plant Traits, 200 Lesson 3 Check, 200 Topic Assessment, 204-205 Evidence-Based Assessment, 206-207
Supporting Content	
LS2-3-2.LS3.A Inheritance of Traits	
LS2-3-2.LS3.A.i Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment.	SE/TE: Investigate Lab: How can the environment affect an organism?, 195 Inherited Traits and the Environment, 196 Environmental Factors, 197 Quest Connection, 197 Visual Literacy Connection: How can environmental factors affect organisms?, 198 Lesson 3 Check, 200 Topic Assessment, 204-205 Evidence-Based Assessment, 206-207

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LS2-3-2.LS3.B Variation of Traits	
LS2-3-2.LS3.B.i The environment also affects the traits that an organism develops.	SE/TE: <ul style="list-style-type: none"> uInvestigate Lab: How can the environment affect an organism?, 195 Inherited Traits and the Environment, 196 Environmental Factors, 197 Quest Connection, 197 Visual Literacy Connection: How can environmental factors affect organisms?, 198-199 Lesson 3 Check, 200 Topic Assessment, 204-205 Evidence-Based Assessment, 206-207
ESS Earth and Space Sciences	
ESS1-3 Earth's Systems	
Performance Standard	
ESS1-3-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	SE/TE: <ul style="list-style-type: none"> uInvestigate Lab: When is the air dry?, 101 uBe a Scientist: Forecast the Weather, 102 Weather Graphs, 103 Evidence-Based Assessment, 122-123 uDemonstrate Lab: What can barometric pressure tell you?, 124-125 STEM Math Connection: Draw and Analyze Graphs, 141
Supporting Content	
ESS1-3-1.ESS2.D Weather and Climate	
ESS1-3-1.ESS2.D.i Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.	SE/TE: <ul style="list-style-type: none"> uInvestigate Lab: When is the air dry?, 101 uBe a Scientist: Forecast the Weather, 102 Weather and Seasons, 102 Simple Weather Instruments, 106 Lesson 2 Check, 107 Topic Assessment, 120-121 Evidence-Based Assessment, 122-123

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Performance Standard	
ESS1-3-2 Obtain and combine information to describe climates in different regions of the world.	<p>SE/TE: Literacy Connection: Compare and Contrast, 131 Sports Connection, 132 uInvestigate Lab: How does the sun's radiation vary on Earth's surface?, 133 Climate Characteristics, 134 Latitude and Climate, 136 The Ocean and Climate, 137 Land Features and Climate, 138 Local-to-Global Connection, 152 uInvestigate Lab: How do mountains affect climate?, 153 Dry Climates, 154 Dry Climates, 154 Wet Climates, 155 World Climate Zones, 156-157 Quest Connection, 157 Lesson 3 Check, 158 Quest Check-In: Explore the World, 159 Quest Findings: Climates on Location, 160 Evidence-Based Assessment, 164-165 uDemonstrate Lab: What affects the climate in a region?, 166-167</p>
Supporting Content	
ESS1-3-2.ESS2.D Weather and Climate	
ESS1-3-2.ESS2.D.i Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years.	<p>SE/TE: Math Toolbox: Average Temperature, 103 Climate Characteristics, 134 Lesson 1 Check, 139 Dry Climates, 154 Wet Climates, 155 Lesson 3 Check, 158 Quest Findings: Climates on Location, 160 Topic Assessment, 162-163</p>

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ESS2-3 Earth and Human Activity	
Performance Standard	
ESS2-3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	SE/TE: uEngineer It!: Wild Weather!, 98-99 uInvestigate Lab: How can you stop a flood?, 111 Plan It!, 113 Quest Check-In Lab: How can a roof be improved?, 116-117 Quest Findings: Hold on to your roof!, 118
Supporting Content	
ESS2-3-1.ESS3.B Natural Hazards	
ESS2-3-1.ESS3.B.i A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.	SE/TE: uEngineer It!: Wild Weather!, 98-99 Quest Connection, 102 STEM Connection, 110 uInvestigate Lab: How can you stop a flood?, 111 Quest Connection, 112 Storms, 112 Plan It!, 113 Reduce the Impact, 113 Thunderstorms and Tornadoes, 114 Drought, 115 Lesson 3 Check, 115 Quest Check-In Lab: How can a roof be improved?, 116-117 Topic Assessment, 120-121