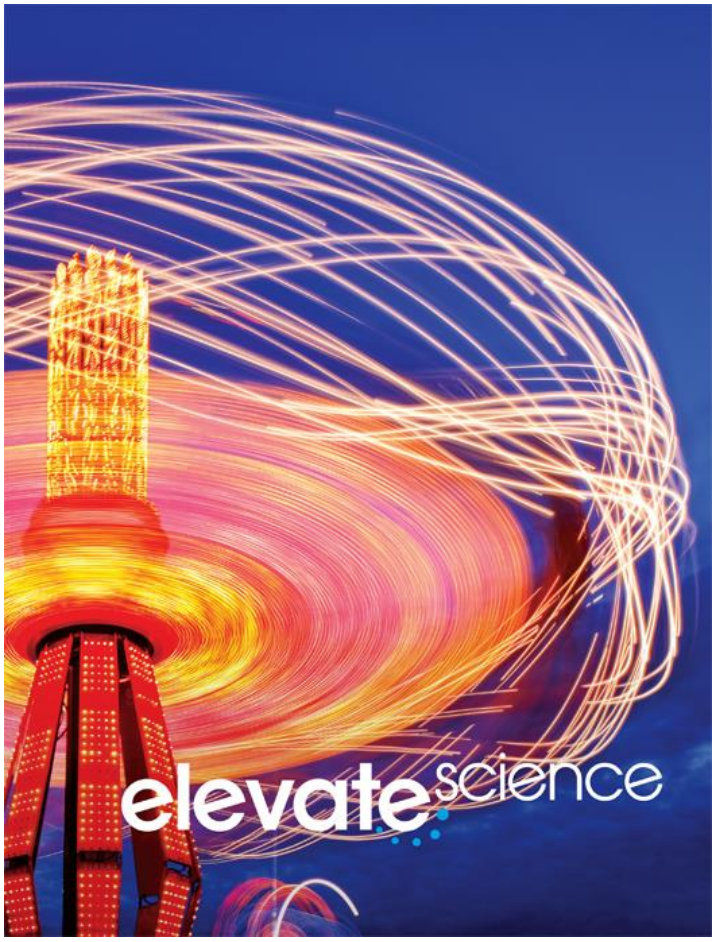
**A Correlation of**

# Elevate Science
# Grade 3, ©2019




**To the**

# Arizona Science Standards (2018)
# Grade 3

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**To the**
**Arizona Science Standards (2018), Grade 3**

## Introduction

The following document demonstrates how the ***Elevate Science, ©2019*** program supports Arizona Standards for Science (adopted in 2018). 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.

| Arizona Science Standards (2018)<br>Grade 3 | Elevate Science ©2019<br>Grade 3 |
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| **Third Grade: Focus on Systems and System Models; Structure and Function** | |
| By the end of third grade, students will gain an understanding of how the Sun provides energy for life on Earth. Students apply their understanding of light and sound waves, how they travel, are detected, and transfer energy. Students learn that organisms have different structures and functions which increase their chances of survival. Student investigations focus on collecting and making sense of observational data and simple measurements using the science and engineering practices: ask questions and define problems, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations and design solutions, engage in argument from evidence, and obtain, evaluate, and communicate information. While individual lessons may include connections to any of the crosscutting concepts, the standards in third grade focus on helping students understand phenomena through systems and system models and structure and function. | |
| **Physical Sciences: Students develop an understanding of the sources, properties, and characteristics of energy along with the relationship between energy transfer and the human body.** | |
| **Physical Science Standards** | |
| 3.P2U1.1 Ask questions and investigate the relationship between light, objects, and the human eye. | **SE/TE:**<br>Science and Engineering Practices Handbook: Science Practices, Ask Questions, 294<br><br>This standard is also addressed in *Elevate Science* Grade 4, Topic 3, Lesson 3: Waves and the Electromagnetic Spectrum |
| 3.P2U1.2 Plan and carry out an investigation to explore how sound waves affect objects at varying distances. | **SE/TE:**<br>Science and Engineering Practices Handbook: Science Practices, Carry Out Investigations, EM1<br><br>This standard is also addressed in *Elevate Science* Grade 4, Topic 1, Lesson 3: Energy Transfer; and Grade 1, Topic 1, Lesson 1: Describe Sound; Lesson 2: Make Sound; Lesson 3: Uses of Sound |
| 3.P4U1.3 Develop and use models to describe how light and sound waves transfer energy. | **SE/TE:**<br>Science and Engineering Practices Handbook: Science Practices, Developing and Using Models, EM6<br><br>This standard is also addressed in *Elevate Science* Grade 4, Topic 1, Lesson 3: Energy Transfer; Topic 3, Performance-Based Assessment: uDemonstrate Lab, How can you model a light or sound wave? |

| **Arizona Science Standards (2018)**<br>**Grade 3** | **Elevate Science ©2019**<br>**Grade 3** |
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| Earth and Space Sciences: Students develop an understanding of how the Sun provides light and energy for the Earth systems. | **SE/TE:**<br>Topic 4 The Sun and Climate, 135<br>Topic 4 Visual Literacy Connection: What is the greenhouse effect?, 144-145<br>Topic 5 Sunlight and Plant Traits, 200<br>Science and Engineering Practices Handbook: Science Practices, Constructing Explanations, EM6<br><br>This standard is also addressed in *Elevate Science* Grade 2, Topic 5, Lesson 1: Animal and Plant Life Cycles; Lesson 2: Plant Needs; Performance-Based Assessment: uDemonstrate Lab, How does a plant make oxygen?; and Grade K, Topic 3, Lesson 1: The Sun |
| **Earth and Space Sciences: Students develop an understanding of how the Sun provides light and energy for the Earth systems.** | |
| **Earth and Space Standards** | |
| 3.E1U1.4 Construct an explanation describing how the Sun is the primary source of energy impacting Earth systems. | **SE/TE:**<br>Topic 4 The Sun and Climate, 135<br>Topic 4 Visual Literacy Connection: What is the greenhouse effect?, 144-145<br>Topic 5 Sunlight and Plant Traits, 200<br>Science and Engineering Practices Handbook: Science Practices, Constructing Explanations, EM6<br><br>This standard is also addressed in *Elevate Science* Grade 5, Topic 9, Lesson 4: Matter and Energy Transfer Within Ecosystems; Grade 2, Topic 5, Lesson 1: Animal and Plant Life Cycles; Lesson 2: Plant Needs; Performance-Based Assessment: uDemonstrate Lab, How does a plant make oxygen?; Grade K, Topic 3, Lesson 1: The Sun |

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| **Life Sciences: Students develop an understanding of the flow of energy in a system beginning with the Sun to and among organisms They also understand that plants and animals (including humans) have specialized internal and external structures and can respond to stimuli to increase survival.** | |
| **Life Science Standards** | |
| 3.L1U1.5 Develop and use models to explain that plants and animals (including humans) have internal and external structures that serve various functions that aid in growth, survival, behavior, and reproduction. | **SE/TE:**<br>Topic 5 uInvestigate Lab: How are life cycles similar and different?, 175<br>Topic 5 Plant Reproduction, 177<br>Topic 5 Animal Reproduction, 179<br>Topic 5 Quest Check-In: Hide Me, 190<br>Topic 5 Visual Literacy Connection: How can environmental factors affect organisms?, 198-199<br>Topic 6 Survival in Different Habitats, 220<br>Topic 6 Quest Check-In Lab: How are living things suited to their habitats?, 222-223<br>Science and Engineering Practices Handbook: Science Practices, Developing and Using Models, EM6<br>**TE Only:**<br>Topic 5 Focus on Mastery!, Developing and Using Models, 175<br><br>This standard is also addressed in *Elevate Science* Grade 4, Topic 7 Structures and Functions, Lesson 1: Internal Structures and Functions of Plants; Lesson 2: External Structures and Functions of Plants: Lesson 3: Internal Structures and Functions of Animals; Lesson 4 External Structures and Functions of Animals |

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| 3.L2U1.6 Plan and carry out investigations to demonstrate ways plants and animals react to stimuli. | **SE/TE:**<br>Topic 5 uInvestigate Lab: How can the environment affect an organism?, 195<br>Topic 5 Visual Literacy Connection: How can environmental factors affect organisms?, 198-199<br>Topic 6 Visual Literacy Connection: How do animals respond to seasonal changes?, 236-237<br>Topic 6 Plants Respond to Seasonal Changes, 238-239<br>Topic 6 Changes in Environmental Conditions, 240<br>Topic 6 Quest Check-In: A Changing Pond Environment, 241<br>Science and Engineering Practices Handbook: Science Practices, Carry Out Investigations, EM1<br><br>This standard is also addressed in *Elevate Science* Grade 4, Topic 7, Lesson 5 Plant and Animal Responses to the Environment |
| 3.L2U1.7 Develop and use system models to describe the flow of energy from the Sun to and among living organisms. | **SE/TE:**<br>Topic 5 Sunlight and Plant Traits, 200<br>Science and Engineering Practices Handbook: Science Practices, Developing and Using Models, EM6<br><br>This standard is also addressed in *Elevate Science* Grade 5, Topic 9, Lesson 4: Matter and Energy Transfer Within Ecosystems; Grade K, Topic 3, Lesson 1: The Sun |

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| 3.L2U1.8 Construct an argument from evidence that organisms are interdependent. | **SE/TE:**<br>Topic 6 Visual Literacy Connection: Why do animals form groups?, 226-227<br>Topic 6 Animal Groups, 228<br>Topic 6 Quest Check-In: Let's Get Together, 230<br>Science and Engineering Practices Handbook: Science Practices, Engaging in Arguments from Evidence, EM7<br>**TE Only:**<br>Topic 6 21st Century Skills: Using Technology to Communicate, 227<br><br>This standard is also addressed in *Elevate Science* Grade 5, Topic 9, Lesson 2: Organisms Within Ecosystems |