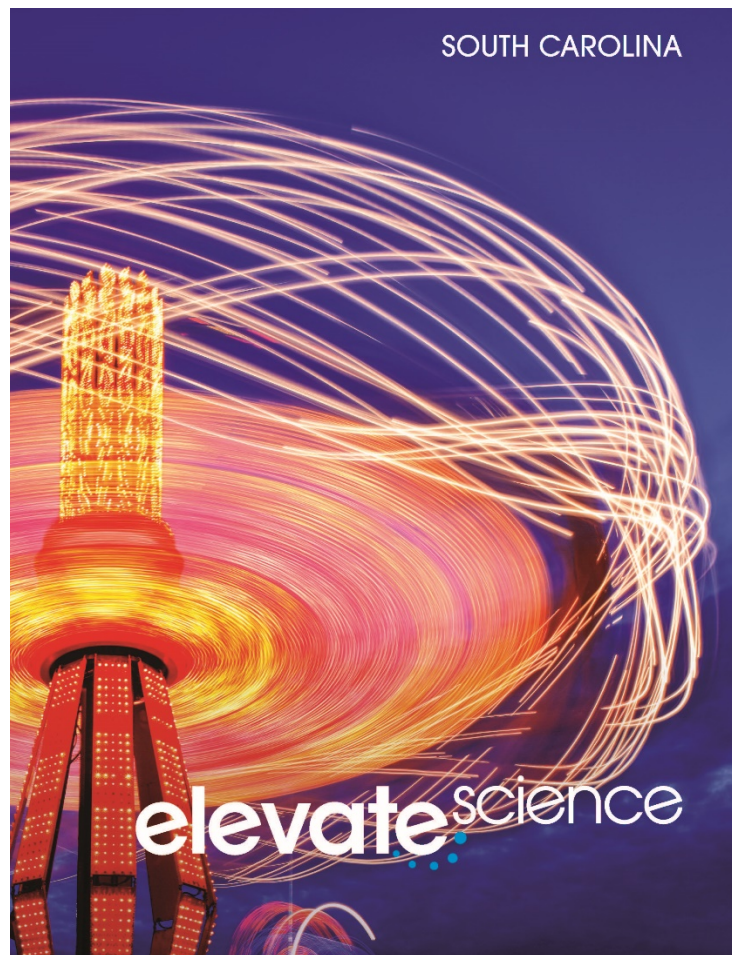


A Correlation of
South Carolina Elevate Science
Grade 3, ©2023



To the

South Carolina College- and Career-Ready
Science Standards 2021
Grade 3

**A Correlation of South Carolina Elevate Science, Grade 3, ©2023 to the
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Introduction

The following document demonstrates how the **South Carolina Elevate Science ©2023** program supports the South Carolina College- and Career-Ready Science Standards 2021. Correlation references include the Student Edition, Teacher Edition, and online Realize™ digital resources.

South Carolina 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), **South Carolina Elevate Science** integrates three-dimensional learning of the Scientific and Engineering Practices, Crosscutting Concepts (CCC), and Disciplinary Core Ideas (DCIs).

The **South Carolina 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 **South Carolina 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.

South Carolina 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. **South Carolina Elevate Science** promises to:

- Elevate thinking.
- Elevate learning.
- Elevate teaching.

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South Carolina College- and Career-Ready Science Standards 2021, Grade 3	South Carolina Elevate Science, ©2023 Grade 3
Motion and Stability: Forces and Interactions (PS2)	
Performance Expectation	
<p>3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.</p>	<p>SE/TE: STEM Quest Kickoff: Pinball Wizard!, 2-3 ulnvestigate Lab: What makes it move?, 25 ulnvestigate Lab: How can you hold up an object?, 35 STEM Quest Check-In Lab: How can you control your flippers?, 40-41 STEM Quest Findings: Pinball Wizard!, 42 STEM uDemonstrate Lab: Why do objects move?, 48-49</p> <p>Realize™ Digital Resources: Motion and Forces >Topic Launch>Quest Kickoff>Video: Pinball Wizard >Topic Close>Quest Findings>Interactivity: Pinball Wizard</p>

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Disciplinary Core Ideas	
PS2.A Forces and Motion	
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.	<p>SE/TE: Changes in Speed, 12 ulnvestigate Lab: What makes it move?, 25 Forces, 26 Contact Forces, 27 Visual Literacy Connection: What are noncontact forces?, 28-29 Equal and Opposite Forces, 30 Combined Forces, 31 Curriculum Connection, 34 STEM ulnvestigate Lab: How can you hold up an object?, 35 Visual Literacy Connection: How can you move an object?, 36-37 Net Force, 38 Measuring Force, 39 Quest Findings: Pinball Wizard!, 42</p> <p>Realize™ Digital Resources: Motion and Forces >Topic Launch>Quest Kickoff>Video: Pinball Wizard >Lesson 3, Forces and Motion>Video: Forces and Motion;>Interactivity: A Force and Motion Adventure >Lesson 4, Balanced and Unbalanced Forces>Video: Balanced and Unbalanced Forces;>Interactivity: Motion and Friction >Topic Close>Quest Findings>Interactivity: Pinball Wizard</p>
PS2.B Types of Interactions	
Objects in contact exert forces on each other.	<p>SE/TE: Contact Forces, 27 Equal and Opposite Forces, 30 Combined Forces, 31</p> <p>Realize™ Digital Resources: Motion and Forces >Lesson 3, Forces and Motion>Video: Forces and Motion;>Interactivity: A Force and Motion Adventure</p>

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Science and Engineering Practices	
<p>Planning and Carrying Out Investigations Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.</p>	<p>SE/TE: ulnvestigate Lab: What makes it move?, 25 ulnvestigate Lab: How can you hold up an object?, 35 STEM Quest Check-In Lab: How can you control your flippers?, 40-41 STEM uDemonstrate Lab: Why do objects move?, 48-49</p>
Crosscutting Concepts	
<p>Cause and Effect Cause-and effect-relationships are routinely identified, tested, and used to explain change.</p>	<p>SE/TE: Crosscutting Concepts Toolbox: Cause and Effect, 26 Visual Literacy Connection: How can you move an object?, 36-37 STEM Quest Check-In Lab: How can you control your flippers?, 40-41</p> <p>TE only: Focus on Mastery!: Cause and Effect, 28</p>

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Performance Expectation	
3-PS2-2. Make observations and measurements of an object’s motion to provide evidence that a pattern can be used to predict future motion.	<p>SE/TE: Quest Kickoff: Pinball Wizard!, 2-3 uConnect Lab: How do things move?, 4 ulnvestigate Lab: How fast can it move?, 7 ulnvestigate 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 Quest Findings: Pinball Wizard, 42</p> <p>Realize™ Digital Resources: Motion and Forces >Topic Launch>Quest Kickoff>Video: Pinball Wizard >Topic Close>Quest Findings>Interactivity: Pinball Wizard</p>
Disciplinary Core Ideas	
PS2.A: Forces and Motion	
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.	<p>SE/TE: Quest Kickoff: Pinball Wizard!, 2-3 uConnect Lab: How do things move?, 4 ulnvestigate Lab: How fast can it move?, 7 Sports Connection, 16 ulnvestigate Lab: How can you describe the motion of an object?, 17 Patterns of Motion, 18 Changing Motion, 19 Visual Literacy Connection: How high can it fly?, 20-21 Forces, 26 Quest Findings: Pinball Wizard, 42</p> <p>Realize™ Digital Resources: Motion and Forces >Topic Launch>Quest Kickoff>Video: Pinball Wizard >Lesson 2, Patterns in Motion>Video: Patterns in Motion;>Interactivity: Patterns in the Motion of Rides >Topic Close>Quest Findings>Interactivity: Pinball Wizard</p>

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Science and Engineering Practices	
<p>Planning and Carrying Out Investigations Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution.</p>	<p>SE/TE: Quest Kickoff: Pinball Wizard!, 2-3 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</p> <p>Realize™ Digital Resources: Motion and Forces >Topic Launch>Quest Kickoff>Video: Pinball Wizard >Lesson 2, Patterns in Motion>Video: Patterns in Motion;>Interactivity: Patterns in the Motion of Rides >Topic Close>Quest Findings>Interactivity: Pinball Wizard</p>
Crosscutting Concepts	
<p>Patterns Patterns of change can be used to make predictions.</p>	<p>SE/TE: uInvestigate Lab: How fast can it move?, 7 Patterns of Motion, 18 Visual Literacy Connection: How high can it fly?, 20-21 Quest Check-In: Bouncing Around Ideas, 23</p> <p>Realize™ Digital Resources: Motion and Forces >Lesson 2, Patterns in Motion>Video: Patterns in Motion;>Interactivity: Patterns in the Motion of Rides</p>

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Performance Expectation	
3-PS2-3. Ask questions to determine cause-and-effect relationships of electric interactions and magnetic interactions between two objects not in contact with each other.	<p>SE/TE: uConnect Lab: How can you move objects without touching them?, 54 uInvestigate Lab: How can you keep objects in the air?, 57 uInvestigate Lab: How can you make a magnet?, 67 STEM Quest Check-In Lab: How can magnets sort objects by weight?, 72-73 uEngineer It!: Moving Along, 74-75</p> <p>Realize™ Digital Resources: Electricity and Magnetism >Lesson 2, Magnetic Forces>Virtual Lab: Make It Move!</p>
Disciplinary Core Ideas	
PS2.B: Types of Interactions	
Electric and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other.	<p>SE/TE: Visual Literacy: What are noncontact forces? 28-29 Electricity and Magnetism, 50-51 uConnect Lab: How can you move objects without touching them?, 54 uInvestigate Lab: How can you keep objects in the air?, 57 Electric Charge, 58 Attract or Repel, 59 Visual Literacy: How Do Electric Charges Move?, 60-61 Moving Charges, 62 Strength of Electric Force, 63 Quest Check-In: Changing the Electric Force, 64 uInvestigate Lab: How can you make a magnet?, 67 Visual Literacy: How do people use electromagnets?, 68-69 Magnetic Poles, 70 Magnetic Fields, 71 STEM 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</p>

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<p>Continued: Electric and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other.</p>	<p>Continued: Realize™ Digital Resources: Electricity and Magnetism >Lesson 1, Electric Forces>Video: Electric Forces;>Interactivity: What’s the Charge? >Lesson 2, Magnetic Forces>Video: Magnetic Forces;>Interactivity: Magnetism;>Virtual Lab: Make It Move!</p>
Science and Engineering Practices	
<p>Asking Questions and Defining Problems Ask questions that can be investigated based on patterns such as cause and effect relationships.</p>	<p>SE/TE: uConnect Lab: How can you move objects without touching them?, 54 ulnvestigate Lab: How can you keep objects in the air?, 57 ulnvestigate Lab: How can you make a magnet?, 67 STEM Quest Check-In Lab: How can magnets sort objects by weight?, 72-73 uDemonstrate Lab: How can you use a force?, 82-83</p>
Crosscutting Concepts	
<p>Cause and Effect Cause-and-effect relationships are routinely identified, tested, and used to explain change.</p>	<p>SE/TE: Visual Literacy: How do people use electromagnets?, 68-69 Crosscutting Concepts Toolbox: Cause and Effect, 70 STEM Quest Check-In Lab: How can magnets sort objects by weight?, 72-73 Evidence-Based Assessment, 80-81 uDemonstrate Lab: How can you use a force?, 82-83</p>

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Performance Expectation	
3-PS2-4. Develop possible solutions to a simple design problem by applying scientific ideas about magnets.	<p>SE/TE: STEM Quest Kickoff: Weigh to Go, 52-53 Visual Literacy: How do people use electromagnets?, 68-69 STEM 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</p> <p>Realize™ Digital Resources: Electricity and Magnetism >Topic Launch>Quest Kickoff>Video: Weigh to Go >Lesson 2, Magnetic Forces>Video: Magnetic Forces;>Interactivity: Magnetism;>Virtual Lab: Make It Move!;>uEngineer It!>Interactivity: Magnetic Machines >Topic Close>Quest Findings>Interactivity: Weigh to Go</p>
Disciplinary Core Ideas	
PS2.B: Types of Interactions	
Electric and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other.	<p>SE/TE: STEM Quest Kickoff: Weigh to Go, 52-53 Visual Literacy: How do people use electromagnets?, 68-69 Magnetic Poles, 70 Magnetic Fields, 71 uEngineer It!: Moving Along, 74-75 STEM Quest Findings: Weigh to Go, 76</p> <p>Realize™ Digital Resources: Electricity and Magnetism >Topic Launch>Quest Kickoff>Video: Weigh to Go >Lesson 2, Magnetic Forces>Video: Magnetic Forces;>Interactivity: Magnetism;>Virtual Lab: Make It Move!;>uEngineer It!>Interactivity: Magnetic Machines >Topic Close>Quest Findings>Interactivity: Weigh to Go</p>

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ETS1.B: Developing Possible Solution	
Testing a solution involves investigating how well it performs under a range of likely conditions.	<p>SE/TE: STEM Quest Kickoff: Weigh to Go, 52-53 STEM Quest Check-In Lab: How can magnets sort objects by weight?, 72-73 uEngineer It!: Moving Along, 74-75 STEM Quest Findings: Weigh to Go, 76</p> <p>Realize™ Digital Resources: Electricity and Magnetism >Topic Launch>Quest Kickoff>Video: Weigh to Go >Lesson 2, Magnetic Forces>Virtual Lab: Make It Move!;>uEngineer It!>Interactivity: Magnetic Machines >Topic Close>Quest Findings>Interactivity: Weigh to Go</p>
ETS2.A: Interdependence of Science, Engineering, and Technology	
Scientific discoveries about the natural world can often lead to new and improved technologies, which are developed through the engineering design process.	<p>SE/TE: Literacy Connection: Sequence, 55 Sports Connection, 56 Visual Literacy: How do people use electromagnets?, 68-69</p>
Science and Engineering Practices	
<p>Constructing Explanations and Designing Solutions Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.</p>	<p>SE/TE: uEngineer It!: Moving Along, 74-75</p>
Crosscutting Concepts	
<p>Systems and System Models A system can be described in terms of its components and their interactions.</p>	<p>SE/TE: Literacy: How do people use electromagnets?, 68-69 Write About It, 77</p>

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From Molecules to Organisms: Structures and Processes (LS1)	
Performance Expectation	
3-LS1-1. Develop and use models to describe how organisms change in predictable patterns during their unique and diverse life cycles.	SE/TE: ulnvestigate Lab: How are life cycles similar and different?, 175 Visual Literacy: How are life cycles the same?, 180-181 Quest Check-In Lab: Which animals can live here?, 183 Topic Assessment, 204 Realize™ Digital Resources: Life Cycles and Traits >Lesson 1, Life Cycles>Interactivity: Compare Life Cycles
Disciplinary Core Ideas	
LS1.B: Growth and Development of Organisms	
Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.	SE/TE: Engineering Connection, 174 ulnvestigate Lab: How are life cycles similar and different?, 175 Diversity of Living Things, 176 Plant Reproduction, 177 Animal Reproduction, 178 Life Cycles, 179 Visual Literacy: How are life cycles the same?, 180-181 Pattern of Life Cycles, 182 Quest Check-In Lab: Which animals can live here?, 183 Realize™ Digital Resources: Life Cycles and Traits >Lesson 1, Life Cycles>Interactivity: Compare Life Cycles
Science and Engineering Practices	
Developing and Using Models Develop models to describe phenomena.	SE/TE: ulnvestigate Lab: How are life cycles similar and different?, 175
Crosscutting Concepts	
Patterns Patterns of change can be used to make predictions.	SE/TE: Pattern of Life Cycles, 182 TE Only: Scaffolded Questions, 181

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Ecosystems: Interactions, Energy, and Dynamics (LS2)	
Performance Expectation	
3-LS2-1. Construct an argument that some animals form groups that help members survive.	SE/TE: ulnvestigate Lab: How do some birds fly so far?, 225 Visual Literacy Connection: Why do animals form groups?, 226-227 Realize™ Digital Resources: Adaptations and Survival >Lesson 2, Survival of Groups>Interactivity: Animal Groups: Adaptation and Survival
Disciplinary Core Ideas	
LS2.D: Social Interactions and Group Behavior	
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. Groups can be collections of equal individuals, hierarchies with dominant members, small families, groups of single or mixed gender, or groups composed of individuals similar in age. Some groups are stable over long periods of time; others are fluid, with members moving in and out. Some groups assign specialized tasks to each member; in others, all members perform the same or a similar range of functions.	SE/TE: ulnvestigate Lab: How do some birds fly so far?, 225 Visual Literacy Connection: Why do animals form groups?, 226-227 Animal Groups, 228-229 Realize™ Digital Resources: Adaptations and Survival >Lesson 2, Survival of Groups>Video: Survival of Groups ;>Interactivity: Animal Groups: Adaptation and Survival
Science and Engineering Practices	
Engaging in Argument from Evidence Construct an argument with evidence, data, and/or a model.	SE/TE: ulnvestigate Lab: How do some birds fly so far?, 225 Visual Literacy Connection: Why do animals form groups?, 226-227 Science and Engineering Practices Handbook: Science Practices: Engaging in Arguments from Evidence, EM7 Realize™ Digital Resources: Adaptations and Survival >Lesson 2, Survival of Groups>Interactivity: Animal Groups: Adaptation and Survival
Crosscutting Concepts	
Cause and Effect Cause-and-effect relationships are routinely identified and used to explain change.	SE/TE: Animal Groups, 228-229 Reading Check, 229

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Heredity: Inheritance and Variation of Traits (LS3)	
Performance Expectation	
<p>3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have inherited traits that vary within a group of similar organisms.</p>	<p>SE/TE: STEM Quest Kickoff: Design a Mystery Creature, 170-171 u Connect Lab: Which seeds are from which plant?, 172 ulnvestigate Lab: How do offspring compare to their parents?, 185 Traits of Parents and Offspring, 187 Traits in Similar Plants, 188 Traits in Similar Animals, 189 Quest Check-In: Hide Me, 190 STEM Quest Findings: Design a Mystery Creature, 202 Evidence-Based Assessment, 207 uDemonstrate Lab: How can you use evidence to support that a trait is inherited?, 208-209</p> <p>Realize™ Digital Resources: Life Cycles and Traits >Topic Launch>Quest Kickoff: Design a Mystery Creature >Lesson 2, Inherited Traits>Video: Inherited Traits;>Interactivity: From Parents to Offspring;>Virtual Lab: What will it look like? >Topic Close>Quest Findings>Interactivity: Design a Mystery Creature</p>

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Disciplinary Core Ideas	
LS3.A: Inheritance of Traits	
<p>Many characteristics of organisms are inherited from their parents.</p>	<p>SE/TE: STEM Quest Kickoff: Design a Mystery Creature, 170-171 u Connect Lab: Which seeds are from which plant?, 172 ulnvestigate Lab: How do offspring compare to their parents?, 185 Traits from Parents, 186 Traits of Parents and Offspring, 187 Traits in Similar Plants, 188 Traits in Similar Animals, 189 Quest Check-In: Hide Me, 190 STEM Quest Findings: Design a Mystery Creature, 202 Topic Assessment, 204-205 Evidence-Based Assessment, 206-207 uDemonstrate Lab: How can you use evidence to support that a trait is inherited?, 208-209</p> <p>Realize™ Digital Resources: Life Cycles and Traits >Topic Launch>Quest Kickoff: Design a Mystery Creature >Lesson 2, Inherited Traits>Video: Inherited Traits;>Interactivity: From Parents to Offspring;>Virtual Lab: What will it look like? >Topic Close>Quest Findings>Interactivity: Design a Mystery Creature</p>

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LS3.B: Variation of Traits	
<p>Different organisms vary in how they look and function because they have different inherited information.</p>	<p>SE/TE: u Connect Lab: Which seeds are from which plant?, 172 ulnvestigate Lab: How do offspring compare to their parents?, 185 Traits from Parents, 186 Traits of Parents and Offspring, 187 Traits in Similar Plants, 188 Traits in Similar Animals, 189 Quest Check-In: Hide Me, 190 Topic Assessment, 204-205 Evidence-Based Assessment, 206-207 uDemonstrate Lab: How can you use evidence to support that a trait is inherited?, 208-209</p> <p>Realize™ Digital Resources: Life Cycles and Traits >Topic Launch>Quest Kickoff: Design a Mystery Creature >Lesson 2, Inherited Traits>Video: Inherited Traits;>Interactivity: From Parents to Offspring;>Virtual Lab: What will it look like? >Topic Close>Quest Findings>Interactivity: Design a Mystery Creature</p>
Science and Engineering Practices	
<p>Analyzing and Interpreting Data Analyze and interpret data to make sense of phenomena using logical reasoning.</p>	<p>SE/TE: ulnvestigate Lab: How do offspring compare to their parents?, 185 Traits in Similar Plants, 188 Traits in Similar Animals, 189 Quest Check-In: Hide Me, 190 uDemonstrate Lab: How can you use evidence to support that a trait is inherited?, 208-209</p> <p>Realize™ Digital Resources: Life Cycles and Traits >Lesson 2, Inherited Traits>Video: Inherited Traits;>Interactivity: From Parents to Offspring;>Virtual Lab: What will it look like?</p>

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Crosscutting Concepts	
<p>Patterns Similarities and differences in patterns can be used to sort and classify natural phenomena.</p>	<p>SE/TE: ulInvestigate Lab: How do offspring compare to their parents?, 185 Traits from Parents, 186 Traits of Parents and Offspring, 187 Traits in Similar Plants, 188 Traits in Similar Animals, 189 uDemonstrate Lab: How can you use evidence to support that a trait is inherited?, 208-209</p>
Performance Expectation	
<p>3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.</p>	<p>SE/TE: ulInvestigate Lab: How can the environment affect an organism?, 195 Visual Literacy: How can environmental factors affect organisms?, 198-199 STEM Quest Findings: Design a Mystery Creature, 202</p> <p>TE only: Focus on Mastery!: Constructing Explanations, 200</p> <p>Realize™ Digital Resources: Life Cycles and Traits >Topic Launch>Quest Kickoff: Design a Mystery Creature >Lesson 3, Traits Influenced by the Environment>Video: Traits Influenced by the Environment;>Interactivity: Investigating Growth >Topic Close>Quest Findings>Interactivity: Design a Mystery Creature</p>

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Disciplinary Core Ideas	
LS3.A: Inheritance of Traits	
Some characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment.	<p>SE/TE: STEM Quest Kickoff: Design a Mystery Creature, 170-171 Investigate Lab: How can the environment affect an organism?, 195 Inherited Traits and the Environment, 196 Environmental Factors, 197 Visual Literacy: How can environmental factors affect organisms?, 198-199 Sunlight and Plant Traits, 200 STEM Quest Findings: Design a Mystery Creature, 202</p> <p>Realize™ Digital Resources: Life Cycles and Traits >Topic Launch>Quest Kickoff: Design a Mystery Creature >Lesson 3, Traits Influenced by the Environment>Video: Traits Influenced by the Environment;>Interactivity: Investigating Growth >Topic Close>Quest Findings>Interactivity: Design a Mystery Creature</p>
LS3.B: Variation of Traits	
The environment affects the traits that an organism develops	<p>SE/TE: STEM Quest Kickoff: Design a Mystery Creature, 170-171 Investigate Lab: How can the environment affect an organism?, 195 Inherited Traits and the Environment, 196 Environmental Factors, 197 Visual Literacy: How can environmental factors affect organisms?, 198-199 Sunlight and Plant Traits, 200 STEM Quest Findings: Design a Mystery Creature, 202</p> <p>Realize™ Digital Resources: Life Cycles and Traits >Topic Launch>Quest Kickoff: Design a Mystery Creature >Lesson 3, Traits Influenced by the Environment>Video: Traits Influenced by the Environment;>Interactivity: Investigating Growth >Topic Close>Quest Findings>Interactivity: Design a Mystery Creature</p>

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Science and Engineering Practices	
Constructing Explanations and Designing Solutions Use evidence (e.g., observations, patterns) to support an explanation.	SE/TE: ulnvestigate Lab: How can the environment affect an organism?, 195 TE Only: Focus on Mastery!: Constructing Explanations, 176
Crosscutting Concepts	
Cause and Effect: Cause-and effect-relationships are routinely identified and used to explain change.	SE/TE: Crosscutting Concepts Toolbox: Cause and Effect, 196
Biological Evolution: Unity and Diversity (LS4)	
Performance Expectation	
3-LS4-1. Analyze and interpret data from fossils to provide evidence of organisms and the environments in which they lived long ago.	SE/TE: Quest Kickoff: Written in Stone, 254-255 uConnect Lab: What can a fossil tell you?, 256 ulnvestigate Lab: How do minerals help form fossils?, 259 Quest Check-In: Plant, Animal, or Trace?, 266 ulnvestigate Lab: What can fossil footprints tell you about an animal?, 269 Science Practice Toolbox: Analyze and Interpret Data, 271 Visual Literacy Connection: When did animals appear on Earth?, 272-273 Fossils, 274 Quest Check-In: Long Ago and Today, 275 Quest Check-In Lab: Where did those fossils come from?, 284-285 Quest Findings: Written in Stone, 286 Topic Assessment, 288-289 Evidence-Based Assessment, 290-291 uDemonstrate Lab: What were this organism and its environment like?, 292-293 Realize™ Digital Resources: Fossil Evidence >Topic Launch>Quest Kickoff>Video: Written in Stone >Lesson 1, Fossils>Interactivity: Exploring Fossils >Lesson 2, Fossils as a Record>Video: Fossils as a Record;>Virtual Lab: The Stories Fossils Tell;>Interactivity: Fossils and the Geological Time Scale >Topic Close>Quest Findings>Interactivity: Written in Stone

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Disciplinary Core Ideas	
LS4.A: Evidence of Common Ancestry and Diversity	
<p>Some kinds of plants and animals that once lived on Earth are no longer found anywhere. Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments.</p>	<p>SE/TE: Quest Kickoff: Written in Stone, 254-255 uConnect Lab: What can a fossil tell you?, 256 ulnvestigate Lab: How do minerals help form fossils?, 259 Kinds of Fossils, 260 Fossil Evidence, 261 Visual Literacy Connection: How does a fossil form?, 262-263 Fossils in Sap and Ice, 264 Fossils in Tar, 265 Quest Check-In: Plant, Animal, or Trace?, 266 ulnvestigate Lab: What can fossil footprints tell you about an animal?, 269 Clues from Fossils, 270 The Fossil Record, 271 Index Fossils, 274 Quest Check-In: Long Ago and Today, 275 Quest Check-In Lab: Where did those fossils come from?, 284-285 Quest Findings: Written in Stone, 286 Topic Assessment, 288-289 Evidence-Based Assessment, 290-291 uDemonstrate Lab: What were this organism and its environment like?, 292-293</p> <p>Realize™ Digital Resources: Fossil Evidence >Lesson 1, Fossils>Interactivity: Exploring Fossils >Lesson 2, Fossils as a Record>Video: Fossils as a Record;>Virtual Lab: The Stories Fossils Tell;>Interactivity: Fossils and the Geological Time Scale</p>

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Science and Engineering Practices	
<p>Analyzing and Interpreting Data Analyze and interpret data to make sense of phenomena using logical reasoning.</p>	<p>SE/TE: Quest Kickoff: Written in Stone, 254-255 uConnect Lab: What can a fossil tell you?, 256 ulnvestigate Lab: How do minerals help form fossils?, 259 Quest Check-In: Plant, Animal, or Trace?, 266 ulnvestigate Lab: What can fossil footprints tell you about an animal?, 269 Science Practice Toolbox: Analyze and Interpret Data, 271 Visual Literacy Connection: When did animals appear on Earth?, 272-273 Quest Check-In: Long Ago and Today, 275 Quest Findings: Written in Stone, 286 Topic Assessment, 288-289 Evidence-Based Assessment, 290-291 uDemonstrate Lab: What were this organism and its environment like?, 292-293</p> <p>Realize™ Digital Resources: Fossil Evidence >Topic Launch>Quest Kickoff>Video: Written in Stone >Lesson 1, Fossils>Interactivity: Exploring Fossils >Lesson 2, Fossils as a Record>Video: Fossils as a Record;>Virtual Lab: The Stories Fossils Tell;>Interactivity: Fossils and the Geological Time Scale >Topic Close>Quest Findings>Interactivity: Written in Stone</p>
Crosscutting Concepts	
<p>Scale, Proportion, and Quantity Observable phenomena exist from very short to very long time periods.</p>	<p>SE/TE: ulnvestigate Lab: How do minerals help form fossils?, 259 ulnvestigate Lab: What can fossil footprints tell you about an animal?, 269 Visual Literacy Connection: When did animals appear on Earth?, 272-273</p>

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Performance Expectation	
3-LS4-2. Use evidence to construct an explanation for how the variations in traits among individuals of the same species may provide advantages in surviving and producing offspring.	SE/TE: uConnect Lab: What clues do beak shapes give about birds?, 214 ulnvestigate Lab: How do sea lions stay warm in cold waters?, 217 Visual Literacy: How do living things adapt to survive?, 218-219 Differences Can Help Living Things, 221 Evidence-Based Assessment, 248-249
Disciplinary Core Ideas	
LS4.B: Natural Selection	
Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing.	SE/TE: uConnect Lab: What clues do beak shapes give about birds?, 214 ulnvestigate Lab: How do sea lions stay warm in cold waters?, 217 Visual Literacy: How do living things adapt to survive?, 218-219 Differences Can Help Living Things, 221 Evidence-Based Assessment, 248-249 Realize™ Digital Resources: Adaptation and Survival >Lesson 1, Survival of Individuals>Video: Survival of Individuals;>Virtual Lab: Adapting to Life Under the Sea
Science and Engineering Practices	
Constructing Explanations and Designing Solutions Use evidence (e.g., observations, patterns) to construct an explanation.	SE/TE: uConnect Lab: What clues do beak shapes give about birds?, 214 ulnvestigate Lab: How do sea lions stay warm in cold waters?, 217 Evidence-Based Assessment, 248-249
Crosscutting Concepts	
Cause and Effect Cause-and-effect relationships are routinely identified and used to explain change.	SE/TE: Reading Check: Cause and Effect, 221 Evidence-Based Assessment, 248-249

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Performance Expectation	
3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can thrive, struggle to survive, or fail to survive.	SE/TE: Quest Check-In Lab: How are living things suited to their habitats?, 222-223 uInvestigate Lab: How can you use evidence to infer climate change?, 279 Lesson 3 Check, 283 Quest Check-In Lab: Where did those fossils come from?, 284-285 uDemonstrate Lab: What were this organism and its environment like?, 292-293
Disciplinary Core Ideas	
LS4.C: Adaptation	
Adaptation can lead to organisms that are better suited for their environment. For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.	SE/TE: Visual Literacy: How do living things adapt to survive?, 218-219 Survival in Different Habitats, 220 Differences Can Help Living Things, 221 Quest Check-In Lab: How are living things suited to their habitats?, 222-223 uInvestigate Lab: How can you use evidence to infer climate change?, 279 Changes Over Time, 280-281 Evidence of Climate Change, 282 Climate Change and Extinction, 283 Quest Check-In Lab: Where did those fossils come from?, 284-285 uDemonstrate Lab: What were this organism and its environment like?, 292-293 Realize™ Digital Resources: Adaptation and Survival >Lesson 1, Survival of Individuals>Video: Survival of Individuals;>Interactivity: Camouflage Helps Animals;>Virtual Lab: Adapting to Life Under the Sea Fossil Evidence >Lesson 1, Living Things and Climate Change>Video: Living Things and Climate Change;>Interactivity: Piecing Together the Past

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Science and Engineering Practices	
Engaging in Argument from Evidence Construct an argument with evidence.	SE/TE: Quest Check-In Lab: How are living things suited to their habitats?, 222-223 ulnvestigate Lab: How can you use evidence to infer climate change?, 279 Quest Check-In Lab: Where did those fossils come from?, 284-285 uDemonstrate Lab: What were this organism and its environment like?, 292-293 Science and Engineering Practices Handbook: Science Practices: Engaging in Arguments from Evidence, EM7
Crosscutting Concepts	
Cause and Effect Cause-and-effect relationships are routinely identified and used to explain change.	SE/TE: Reading Check: Cause and Effect, 221 Evidence-Based Assessment, 248-249
Performance Expectation	
3-LS4-4. Make a claim about the effectiveness of a solution to a problem caused when the environment changes and affects organisms living there.	SE/TE: STEM Quest Kickoff: Help the Pond Organism Survive, 212-213 Quest Check-In Lab: How are living things suited for their habitats?, 222-223 ulnvestigate Lab: How will sea levels affect tigers?, 233 STEM Quest Findings: Help the Pond Organisms Survive, 244 uDemonstrate Lab: How well will the rabbit survive?, 250-251 Realize™ Digital Resources: Adaptation and Survival >Topic Launch>Quest Kickoff>Video: Help the Pond Organism Survive >Topic Close> Quest Findings>Interactivity: Help the Pond Organism Survive

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Disciplinary Core Ideas	
LS2.C: Ecosystem Dynamics, Functioning, and Resilience	
<p>When the environment changes in ways that affect a place’s physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (secondary)</p>	<p>SE/TE: STEM Quest Kickoff: Help the Pond Organism Survive, 212-213 ulnvestigate Lab: How will sea levels affect tigers?, 233 Changes in the Environment, 234 Case Study: Denali National Park, 235 Visual Literacy: How do animals respond to seasonal change?, 236-237 Plants Respond to Seasonal Changes, 238-239 Changes in Environmental Conditions, 240 Quest Check-In: A Changing Pond Environment, 241 STEM Quest Findings: Help the Pond Organisms Survive, 244 uDemonstrate Lab: How well will the rabbit survive?, 250-251</p> <p>Realize™ Digital Resources: Adaptation and Survival >Topic Launch>Quest Kickoff>Video: Help the Pond Organism Survive >Lesson 3, Survival When Environments Change>Video: Survival When Environments Change; Interactivity: Bear Adaptations;>Interactivity: Environmental Changes >Topic Close> Quest Findings>Interactivity: Help the Pond Organism Survive</p>

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LS4.D: Biodiversity and Humans	
<p>Populations live in a variety of habitats, and change in those habitats affects the organisms living there.</p>	<p>SE/TE: STEM Quest Kickoff: Help the Pond Organism Survive, 212-213 Quest Check-In Lab: How are living things suited to their habitats?, 222-223 uInvestigate Lab: How will sea levels affect tigers?, 233 Changes in the Environment, 234 Case Study: Denali National Park, 235 Visual Literacy: How do animals respond to seasonal change?, 236-237 Plants Respond to Seasonal Changes, 238-239 Changes in Environmental Conditions, 240 Quest Check-In: A Changing Pond Environment, 241 STEM Quest Findings: Help the Pond Organisms Survive, 244 uDemonstrate Lab: How well will the rabbit survive?, 250-251</p> <p>Realize™ Digital Resources: Adaptation and Survival >Topic Launch>Quest Kickoff>Video: Help the Pond Organism Survive >Lesson 3, Survival When Environments Change>Video: Survival When Environments Change; Interactivity: Bear Adaptations;>Interactivity: Environmental Changes >Topic Close> Quest Findings>Interactivity: Help the Pond Organism Survive</p>
ETS1.C: Optimizing the Design Solution	
<p>Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.</p>	<p>SE/TE: STEM Quest Kickoff: Help the Pond Organism Survive, 212-213 uInvestigate Lab: How will sea levels affect tigers?, 233 Changes in the Environment, 234 Case Study: Denali National Park, 235 Quest Check-In: A Changing Pond Environment, 241 STEM Quest Findings: Help the Pond Organisms Survive, 244 uDemonstrate Lab: How well will the rabbit survive?, 250-251</p>

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ETS2.A: Interdependence of Science, Engineering, and Technology	
Knowledge of relevant scientific concepts and research findings is important in engineering.	SE/TE: uEngineer It!: Have Your Fun and Be Considerate Too!, 242-243
Science and Engineering Practices	
Engaging in Argument from Evidence Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.	SE/TE: uInvestigate Lab: How will sea levels affect tigers?, 233 STEM Quest Findings: Help the Pond Organisms Survive, 244 uDemonstrate Lab: How well will the rabbit survive?, 250-251 Science and Engineering Practices Handbook, EM7 Realize™ Digital Resources: Adaptation and Survival >Topic Launch>Quest Kickoff>Video: Help the Pond Organism Survive >Topic Close> Quest Findings>Interactivity: Help the Pond Organism Survive
Crosscutting Concepts	
Systems and System Models A system can be described in terms of its components and their interactions.	SE/TE: STEM Quest Kickoff: Help the Pond Organism Survive, 212-213 Changes in the Environment, 234 Visual Literacy: How do animals respond to seasonal change?, 236-237 Plants Respond to Seasonal Changes, 238-239 Changes in Environmental Conditions, 240 Quest Check-In: A Changing Pond Environment, 241 STEM Quest Findings: Help the Pond Organisms Survive, 244 uDemonstrate Lab: How well will the rabbit survive?, 250-251 Realize™ Digital Resources: Adaptation and Survival >Topic Launch>Quest Kickoff>Video: Help the Pond Organism Survive >Lesson 3, Survival When Environments Change>Video: Survival When Environments Change; Interactivity: Bear Adaptations;>Interactivity: Environmental Changes >Topic Close> Quest Findings>Interactivity: Help the Pond Organism Survive

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Earth's Systems (ESS2)	
Performance Expectation	
<p>3-ESS2-1. Represent data in tables and graphical displays of typical weather conditions during a particular season to identify patterns and make predictions.</p>	<p>SE/TE: uConnect Lab: How can temperature damage a house?, 88 uInvestigate Lab: How does the amount of water change over time?, 91 Quest Check-In: Rainy Weather is Coming, 97 uEngineer It!: Wild Weather, 98-99 uInvestigate Lab: When is the air dry?, 101 Weather Graphs, 103 Quest Check-In: A Roof for All Seasons, 108 Topic Assessment, 120-121 Evidence-Based Assessment, 122-123 uDemonstrate Lab: What can barometric pressure tell you?, 124-125 Quest Check-In: Moody Weather, 140 STEM Math Connection: Draw and Analyze Graphs, 141</p>

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Disciplinary Core Ideas	
ESS2.D: Weather and Climate	
<p>Weather, which varies from day to day and seasonally throughout the year, is the condition of the atmosphere at a given place and time. 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.</p>	<p>SE/TE: uConnect Lab: How can temperature damage a house?, 88 uInvestigate Lab: How does the amount of water change over time?, 91 Water on Earth, 92 Water Cycle, 93 Visual Literacy Connection: How does precipitation form?, 94-95 Weather, 96 Quest Check-In: Rainy Weather is Coming, 97 uEngineer It!: Wild Weather, 98-99 uInvestigate Lab: When is the air dry?, 101 Weather and Seasons, 102 Weather Graphs, 103 Visual Literacy Connection: How can a snowstorm affect you?, 104-105 Simple Weather Instruments, 106 Weather Satellites, 107 Quest Check-In: A Roof for All Seasons, 108 Topic Assessment, 120-121 Evidence-Based Assessment, 122-123 uDemonstrate Lab: What can barometric pressure tell you?, 124-125 STEM Math Connection: Draw and Analyze Graphs, 141</p> <p>Realize™ Digital Resources: Weather >Lesson 1, Water and Weather>Video: Water and Weather;>Interactivity: Fog and the Water Cycle;>uEngineer It!>Video: Wild Weather! >Lesson 2, Seasonal Weather Changes>Video: Seasonal Weather Changes;>Interactivity: Weather in Different Seasons</p>

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Science and Engineering Practices	
<p>Analyzing and Interpreting Data Represent data in tables and various graphical displays (bar graphs and pictographs) to reveal patterns that indicate relationships.</p>	<p>SE/TE: uConnect Lab: How can temperature damage a house?, 88 uInvestigate Lab: How does the amount of water change over time?, 91 Quest Check-In: Rainy Weather is Coming, 97 uEngineer It!: Wild Weather, 98-99 uInvestigate Lab: When is the air dry?, 101 Weather Graphs, 103 Quest Check-In: A Roof for All Seasons, 108 Topic Assessment, 120-121 Evidence-Based Assessment, 122-123 uDemonstrate Lab: What can barometric pressure tell you?, 124-125</p>
Crosscutting Concepts	
<p>Patterns Patterns of change can be used to make predictions.</p>	<p>SE/TE: Visual Literacy Connection: How does precipitation form?, 94-95 uInvestigate Lab: When is the air dry?, 101 Visual Literacy Connection: How can a snowstorm affect you?, 104-105 Evidence-Based Assessment, 122-123 uDemonstrate Lab: What can barometric pressure tell you?, 124-125</p> <p>Realize™ Digital Resources: Weather >Lesson 1, Water and Weather>Video: Water and Weather;>Interactivity: Fog and the Water Cycle;>uEngineer It!>Video: Wild Weather! >Lesson 2, Seasonal Weather Changes>Video: Seasonal Weather Changes;>Interactivity: Weather in Different Seasons</p>

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Performance Expectation	
<p>3-ESS2-2. Obtain and combine information to describe climate patterns in different regions of the world.</p>	<p>SE/TE: Quest Kickoff: Climates on Location, 128-129 uConnect Lab: How does temperature change on a mountain?, 130 ulnvestigate Lab: How does the sun's radiation vary on Earth's surface?, 133 Quest Check-In: Moody Weather, 140 ulnvestigate Lab: What do tree rings show?, 143 Quest Check-In Lab: How do changing glaciers show climate change?, 148-149 uEngineer It!: Climate Change in a Bottle, 150-151 ulnvestigate Lab: How do mountains affect climate?, 153 Quest Check-In: Explore the World, 159 Quest Findings: Climates on Location, 160 uDemonstrate Lab: What affects the climate in a region?, 166-167</p>

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Disciplinary Core Ideas	
ESS2.D: Weather and Climate	
<p>Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years.</p>	<p>SE/TE: ulnvestigate Lab: How does the sun's radiation vary on Earth's surface?, 133 Climate Characteristics, 134 The Sun and Climate, 135 Latitude and Climate, 136 The Ocean and Climate, 137 Land Features and Climate, 138 The Atmosphere and Climate, 139 Quest Check-In: Moody Weather, 140 ulnvestigate Lab: What do tree rings show?, 143 Visual Literacy Connection: What is the greenhouse effect?, 144-145 Natural Factors and Climate Change, 146 Humans and Climate Change, 147 Quest Check-In Lab: How do changing glaciers show climate change?, 148-149 uEngineer It!: Climate Change in a Bottle, 150-151 ulnvestigate Lab: How do mountains affect climate?, 153 Dry Climates, 154 Wet Climates, 155 World Climate Zones, 156-157 Climate Extremes, 158 Quest Check-In: Explore the World, 159 uDemonstrate Lab: What affects the climate in a region?, 166-167</p> <p>Realize™ Digital Resources: Climate >Topic Launch> Quest Kickoff>Video: Climates on Location >Lesson 1, Climates>Video: Climates;>Virtual Lab: Climbing for Climate;>Interactivity: Classifying Weather and Climate >Lesson 2, Climate Change>Video: Climate Change; Interactivity: Climate Changes;>uEngineer It!>Interactivity: Climate Change and Your Garden >Lesson 3, World Climates;>Video: World Climates;>Interactivity: Earth's Climates >Topic Close> Quest Findings>Interactivity: Climates on Location</p>

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Science and Engineering Practices	
<p>Obtaining, Evaluating, and Communicating Information Obtain and combine information from books and other reliable media to explain phenomena.</p>	<p>SE/TE: Quest Kickoff: Climates on Location, 128-129 uConnect Lab: How does temperature change on a mountain?, 130 uInvestigate Lab: How does the sun's radiation vary on Earth's surface?, 133 Quest Check-In: Moody Weather, 140 uInvestigate Lab: What do tree rings show?, 143 Quest Check-In Lab: How do changing glaciers show climate change?, 148-149 uEngineer It!: Climate Change in a Bottle, 150-151 uInvestigate Lab: How do mountains affect climate?, 153 Quest Check-In: Explore the World, 159 Quest Findings: Climates on Location, 160 uDemonstrate Lab: What affects the climate in a region?, 166-167</p>
Crosscutting Concepts	
<p>Patterns Similarities and differences in patterns can be used to sort and classify natural phenomena.</p>	<p>SE/TE: Crosscutting Concepts Toolbox: Patterns, 135, 157 Visual Literacy Connection: What is the greenhouse effect?, 144-145 Quest Check-In Lab: How do changing glaciers show climate change?, 148-149 uDemonstrate Lab: What affects the climate in a region?, 166-167</p>

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Earth and Human Activity (ESS3)	
Performance Expectation	
3-ESS3-1. Make a claim about the effectiveness of a design solution that reduces the impacts of a weather-related hazard.	SE/TE: Quest Check-In: Rainy Weather is Coming, 97 uEngineer it!: Wild Weather, 98-99 STEM ulnvestigate Lab: How can you stop a flood?, 111 Plan it!: Reduce the Impact, 113 Lesson 3 Check, 115 STEM Quest Check-In Lab: How can a roof be improved?, 116-117 Quest Findings: Hold on to Your Roof!, 118
Disciplinary Core Ideas	
ESS3.B: Natural Hazards	
A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.	SE/TE: STEM Quest Kickoff: Hold on to Your Roof!, 86-87 STEM uEngineer It!: Wild Weather, 98-99 STEM Connection, 110 STEM ulnvestigate Lab: How can you stop a flood?, 111 Storms, 112 Reduce the Impact, 113 Thunderstorms and Tornadoes, 114 Drought, 115 STEM Quest Check-In Lab: How can a roof be improved?, 116-117 Quest Findings: Hold on to Your Roof!, 118 Topic Assessment, 120-121 Realize™ Digital Resources: Weather >Topic Launch>Quest Kickoff>Video: Hold on to Your Roof! >Lesson 3, Weather Hazards>Video: Weather Hazards;>Virtual Lab: Build a Weather-Proof Home;>Interactivity: Severe Weather >Topic Close>Quest Findings>Interactivity: Hold on to Your Roof!

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ETS1.C: Optimizing the Design Solution	
Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.	<p>SE/TE: Quest Check-In: Rainy Weather is Coming, 97 uEngineer it!: Wild Weather, 98-99 STEM ulnvestigate Lab: How can you stop a flood?, 111 Plan it!: Reduce the Impact, 113 STEM Quest Check-In Lab: How can a roof be improved?, 116-117 Quest Findings: Hold on to Your Roof!, 118</p> <p>Realize™ Digital Resources: Weather >Lesson 3, Weather Hazards> Virtual Lab: Build a Weather-Proof Home</p>
ETS2.B: Influence of Engineering, Technology, and Science on Society and the Natural World	
Engineers improve existing technologies or develop new ones to increase their benefits (e.g., better artificial limbs), decrease known risks (e.g., seatbelts in cars), and meet societal demands (e.g., cell phones).	<p>SE/TE: Quest Check-In: Rainy Weather is Coming, 97 STEM ulnvestigate Lab: How can you stop a flood?, 111 Plan it!: Reduce the Impact, 113 STEM Quest Check-In Lab: How can a roof be improved?, 116-117</p> <p>Realize™ Digital Resources: Weather >Lesson 3, Weather Hazards> Virtual Lab: Build a Weather-Proof Home</p>
Science and Engineering Practices	
<p>Engaging in Argument from Evidence Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.</p>	<p>SE/TE: STEM ulnvestigate Lab: How can you stop a flood?, 111 Assessment: The Essential Question, 121</p>

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Crosscutting Concepts	
<p>Cause and Effect Cause-and-effect relationships are routinely identified, tested, and used to explain change.</p>	<p>SE/TE: Quest Check-In: Rainy Weather is Coming, 97 STEM ulnvestigate Lab: How can you stop a flood?, 111 STEM Quest Check-In Lab: How can a roof be improved?, 116-117</p> <p>Realize™ Digital Resources: Weather >Lesson 3, Weather Hazards> Virtual Lab: Build a Weather-Proof Home</p>

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