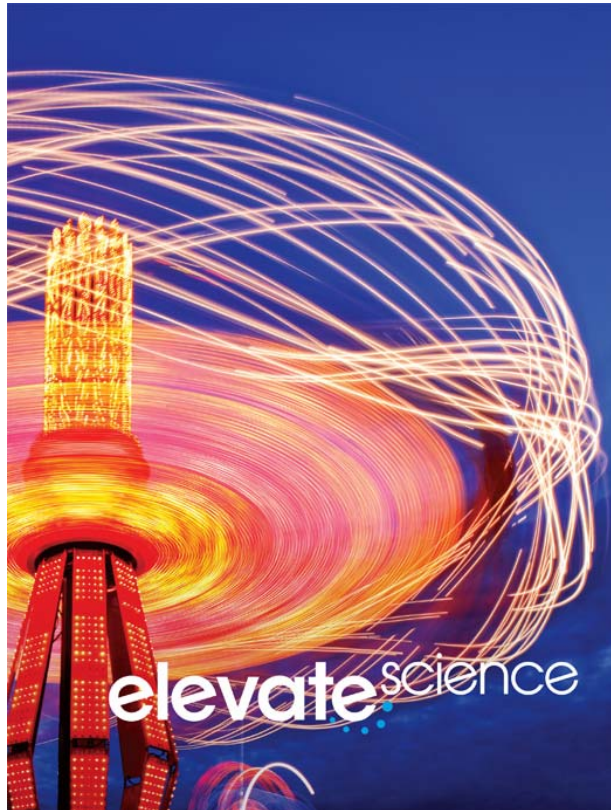


A Correlation of

Elevate Science
Grade 3, ©2019



To the

Iowa Core Science Standards
Grade 3

A Correlation of Elevate Science, Grade 3, ©2019
To the
Iowa Core Science Standards, Grade 3

Introduction

The following document demonstrates how the ***Elevate Science, ©2019*** program supports the Iowa Core Science Standards, 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.

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.
Savvas™ and **Savvas Learning Company™** are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.

**A Correlation of Elevate Science, Grade 3, ©2019
To the
Iowa Core Science Standards, Grade 3**

Iowa Core Science Standards Grade 3	Elevate Science Grade 3, ©2019
3-PS2 Motion and Stability: Forces and Interactions	
Performance Expectation 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.	SE/TE: 2-3, 4, 31, 35, 39, 40-41, 57, 67 TE only: 1d, 24a, 34a
Performance Expectation 3-PS2-2	
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: 4, 7, 17, 18, 20-21 TE only: 1d, 16a, 24a
Performance Expectation 3-PS2-3	
Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.	SE/TE: 54, 72-73, 74-75, 82-83 TE only: 50d, 56a, 66a, 74-75
Performance Expectation 3-PS2-4	
Define a simple design problem that can be solved by applying scientific ideas about magnets.	SE/TE: 72-73, 74-75, 82-83 TE only: 50d, 66a, 74-75
3-LS1 From Molecules to Organisms: Structure and Processes	
Performance Expectation 3-LS1-1	
Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	SE/TE: 175, 180-181, 182 TE only: 168d, 174a

**A Correlation of Elevate Science, Grade 3, ©2019
To the
Iowa Core Science Standards, Grade 3**

Iowa Core Science Standards Grade 3	Elevate Science Grade 3, ©2019
3-LS2 Ecosystems: Interactions, Energy, and Dynamics	
Performance Expectation 3-LS2-1	
Construct an argument that some animals form groups that help members survive.	SE/TE: 225, 246–247, 226–227 TE only: 210d, 224a
3-LS3 Heredity: Inheritance and Variation of Traits	
Performance Expectation 3-LS3-1	
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: 185, 187, 188, 189, 200, 204–205, 208–209 TE only: 168d, 184a
Performance Expectation 3-LS3-2	
Use evidence to support the explanation that traits can be influenced by the environment.	SE/TE: 195, 200, 204–205 TE only: 168d, 194a
3-LS4 Biological Evolution: Unity and Diversity	
Performance Expectation 3-LS4-1	
Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.	SE/TE: 256, 259, 266, 274, 275, 284–285, 286, 288–289, 292–293 TE only: 252d, 258a, 268a
Performance Expectation 3-LS4-2	
Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.	SE/TE: 214, 217, 219, 221, 248–249 TE only: 210d, 216a
Performance Expectation 3-LS4-3	
Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	SE/TE: 279, 283, 288–289, 292–293 TE only: 210d, 216a, 252d, 278a

**A Correlation of Elevate Science, Grade 3, ©2019
To the
Iowa Core Science Standards, Grade 3**

Iowa Core Science Standards Grade 3	Elevate Science Grade 3, ©2019
Performance Expectation 3-LS4-4	
Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.	SE/TE: 170-171, 183, 250-251, 201, 202 TE only: 210d, 232a
3-ESS2 Earth's Systems	
Performance Expectation 3-ESS2-1	
Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	SE/TE: 101, 120-121, 124-125, 128-129, 131, 133, 140, 150-151, 153, 159, 160, 164-165 TE only: 84d, 90a, 100a
Performance Expectation 3-ESS2-2	
Obtain and combine information to describe climates in different regions of the world.	TE only: 126d, 132a, 142a, 152a
3-ESS3 Earth and Human Activity	
Performance Expectation 3-ESS3-1	
Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	SE/TE: 98-99, 111 TE only: 84d, 110a
3-5. Engineering Design	
Performance Expectation 3-5-ETS1-1	
Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	SE/TE: 57, 67, 276-277 TE only: 50d, 276-277
Performance Expectation 3-5-ETS1-2	
Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	SE/TE: 14-15, 244 TE only: 14-15

**A Correlation of Elevate Science, Grade 3, ©2019
To the
Iowa Core Science Standards, Grade 3**

Iowa Core Science Standards Grade 3	Elevate Science Grade 3, ©2019
Performance Expectation 3-5-ETS1-3	
Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	SE/TE: 74-75