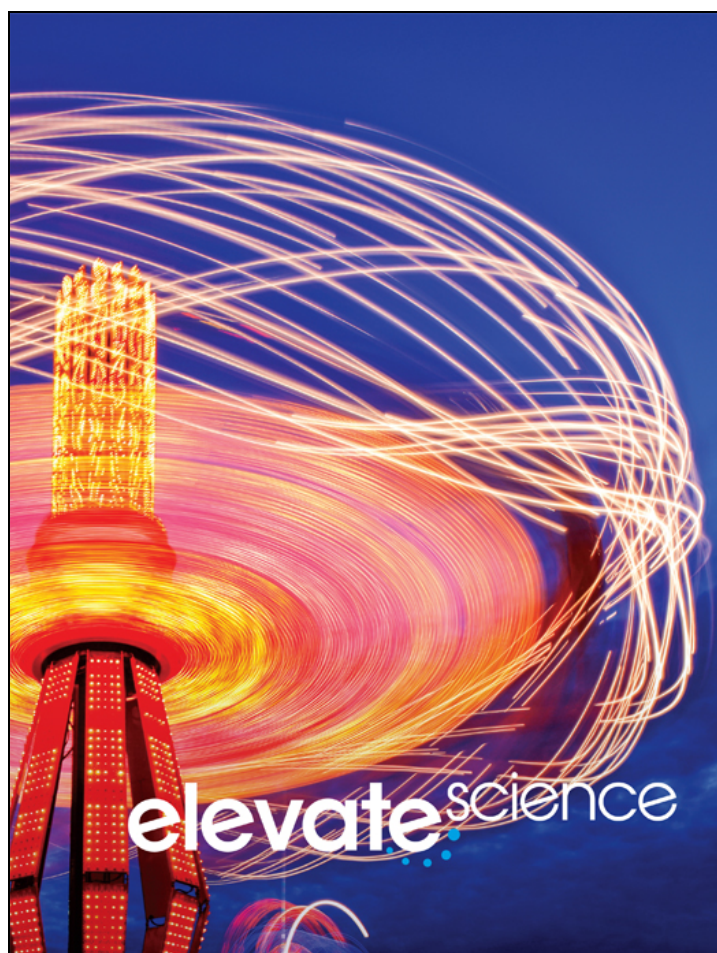


A Correlation of
Elevate Science
Grade 3 ©2019



To the

Montgomery County, Maryland
Next Generation Science Curriculum
Grade 3

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Introduction

The following document demonstrates how the ***Elevate Science* ©2019** program supports Montgomery County's Next Generation Science Curriculum. Correlation references include the Student Edition, Teacher Edition, and online Realize™ digital resources.

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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| Unit 1: How do forces interact? | |
| 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. | <p>SE/TE: ulnvestigate Lab: What makes it move?, 25 Equal and Opposite Forces, 30 STEM ulnvestigate Lab: How can you hold up an object?, 35</p> <p>Realize™ Digital Resources: Motion and Forces >Lesson 3, Forces and Motion> Interactivity: A Force and Motion;>Virtual Lab: Use Force to Chart a Safe Course</p> |
| Disciplinary Core Ideas | |
| <p>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> | <p>SE/TE: Position and Motion, 8 Changes in Speed, 12 Quest Check-In: Get Rolling, 13 Changing Motion, 19 Quest Connection, 19 ulnvestigate Lab: What makes it move?, 25 Forces, 26 Equal and Opposite Forces, 30 Quest Connection, 30 Combined Forces, 31 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 Quest Connection, 38 Topic Assessment, 44-45</p> <p>Realize™ Digital Resources: Motion and Forces >Lesson 3, Forces and Motion>Video: Forces and Motions;>Interactivity: A Force and Motion Adventure;>Quiz: Forces and Motion >Lesson 4, Balanced and Unbalanced Forces>Video: Balanced and Unbalanced Forces;>Interactivity: Motion;>Quiz: Balanced and Unbalanced Forces</p> |

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| <p>PS2.B: Types of Interactions Objects in contact exert forces on each other.</p> | <p>SE/TE: uInvestigate Lab: What makes it move?, 25 Contact Forces, 27 Quest Check-In: Launch Your Pinball!, 32 STEM uDemonstrate Lab: Why do objects move?, 48-49</p> <p>Realize™ Digital Resources: Motion and Forces >Lesson 3, Forces and Motion>Video: Forces and Motions;>Interactivity: Contact and Non-contact Forces;>Quiz: Forces and Motion</p> |
| 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: uConnect Lab: How do things move?, 4 uInvestigate Lab: How fast can it move?, 7 uInvestigate Lab: What makes it move?, 25 STEM uDemonstrate Lab: Why do objects move?, 48-49</p> |
| <p>Scientific Investigations Use a Variety of Methods •Science investigations use a variety of methods, tools, and techniques.</p> | <p>SE/TE: Science Practices: Carry Out Investigations, EM1</p> |

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|--|---|
| <p>Crosscutting Concepts</p> | |
| <p>Cause and Effect Cause and Effect relationships are routinely identified.</p> | <p>uConnect Lab: How do things move?, 4 uInvestigate Lab: How fast can it move?, 7 Changing Motion, 19 uInvestigate 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 Quest Connection, 30 Combined Forces, 31 Visual Literacy Connection: How can you move an object?, 36-37 Evidence-Based Assessment, 46-47 STEM uDemonstrate Lab: Why do objects move?, 48-49</p> <p>Realize™ Digital Resources: Motion and Forces >Lesson 3, >Lesson 3, Forces and Motion>Video: Forces and Motions;>Interactivity: Contact and Non-contact Forces;>Quiz: Forces and Motion >Lesson 4, Balanced and Unbalanced Forces>Video: Balanced and Unbalanced Forces;>Interactivity: Motion;>Interactivity: Motion and Friction;>Quiz: Balanced and Unbalanced Forces</p> |

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| 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: 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 |
| 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. | SE/TE: 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 Topic Assessment, 44-45 Evidence-Based Assessment, 46-47 STEM uDemonstrate Lab: Why do objects move?, 48-49 Realize™ Digital Resources: Motion and Forces >Lesson 2, Patterns in Motion>Video: Patterns in Motion;>Interactivity: Patterns in the Motion of Rides;>Quiz: Patterns in Motion |
| Science and Engineering Practices | |
| 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. | 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 STEM Quest Check-In Lab: How can you control your flippers?, 40-41 STEM uDemonstrate Lab: Why do objects move?, 48-49 Science Practices: Constructing Explanations, EM6 Realize™ Digital Resources: Motion and Forces >Lesson 2, Patterns in Motion>Interactivity: Patterns in the Motion of Rides |

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| <p>Science Knowledge is Based on Empirical Evidence Science findings are based on recognizing patterns.</p> | <p>SE/TE: <ul style="list-style-type: none"> uInvestigate Lab: How fast can it move?, 7 uInvestigate 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 Evidence-Based Assessment, 46-47 STEM uDemonstrate Lab: Why do objects move?, 48-49 <p>Realize™ Digital Resources: Motion and Forces >Lesson 2, Patterns in Motion>Interactivity: Patterns in the Motion of Rides</p> </p> |
| Crosscutting Concepts | |
| <p>Patterns Patterns of change can be used to make predictions.</p> | <p>SE/TE: <ul style="list-style-type: none"> uInvestigate Lab: How fast can it move?, 7 uInvestigate Lab: How can you describe the motion of an object?, 17 Patterns of Motion, 18 Quest Connection, 19 Visual Literacy Connection: How high can it fly?, 20-21 Evidence-Based Assessment, 46-47 STEM uDemonstrate Lab: Why do objects move?, 48-49 <p>Realize™ Digital Resources: Motion and Forces >Lesson 2, Patterns in Motion>Video: Patterns in Motion</p> </p> |

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|--|---|
| <p>Performance Expectation 3-PS2-3</p> | |
| <p>Ask questions to determine cause and effect relationships of electric or magnetic inter-actions 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 ulnvestigate Lab: How can you keep objects in the air?, 57 Attract or Repel, 59 Visual Literacy Connection: How do electric charges move?, 60-61 Strength of Electric Force, 63 Quest Check-In: Changing the Electric Force, 64 STEM ulnvestigate Lab: How can you make a magnet?, 67 Visual Literacy Connection: How do people use electromagnets?, 68-69 Magnetic Poles, 70 Crosscutting Concepts Toolbox: Cause and Effect, 70 Magnetic Fields, 71 Topic Assessment, 78-79 Evidence-Based Assessment, 80-81 STEM uDemonstrate Lab: How can you use a force?, 82-83</p> <p>Realize™ Digital Resources: Electricity and Magnetism >Lesson 1, Electric Forces>Video: Electric Forces;>Interactivity: What’s the Charge?;>Quiz: Electric Forces >Lesson 2, Magnetic Forces>Video: Magnetic Forces;>Virtual Lab: Make It Move!;>Interactivity: Magnetism;>uEngineer It! Interactivity: Magnetic Machines;>Quiz: Magnetic Forces</p> |

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| Disciplinary Core Ideas | |
| <p>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> | <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 Attract or Repel, 59 Model It!, 59 Strength of Electric Force, 63 Quest Check-In: Changing the Electric Force, 64 Magnetic Poles, 70 Magnetic Fields, 71 Evidence-Based Assessment, 80-81</p> <p>Realize™ Digital Resources: Electricity and Magnetism >Lesson 1, Electric Forces>Video: Electric Forces;>Interactivity: What’s the Charge?;>Quiz: Electric Forces >Lesson 2, Magnetic Forces>Video: Magnetic Forces;>Virtual Lab: Make It Move!;>Interactivity: Magnetism;>uEngineer It! Interactivity: Magnetic Machines;>Quiz: Magnetic Forces</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>uConnect Lab: How can you move objects without touching them?, 54 uInvestigate Lab: How can you keep objects in the air?, 57 Strength of Electric Force, 63 Quest Check-In: Changing the Electric Force, 64 STEM uInvestigate Lab: How can you make a magnet?, 67 Evidence-Based Assessment, 80-81 STEM uDemonstrate Lab: How can you use a force?, 82-83 Science Practices: Ask Questions, 293</p> <p>Realize™ Digital Resources: Electricity and Magnetism >Lesson 2, Magnetic Forces>Virtual Lab: Make It Move!</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: 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 Attract or Repel, 59 Model It!, 59 Visual Literacy Connection: How do electric charges move?, 60-61 Strength of Electric Force, 63 Visual Literacy Connection: How do people use electromagnets?, 68-69 Magnetic Poles, 70 Crosscutting Concepts Toolbox: Cause and Effect, 70 Magnetic Fields, 71 Evidence-Based Assessment, 80-81 STEM uDemonstrate Lab: How can you use a force?, 82-83</p> <p>Realize™ Digital Resources: Electricity and Magnetism >Lesson 1, Electric Forces>Video: Electric Forces;>Interactivity: What's the Charge?;>Quiz: Electric Forces >Lesson 2, Magnetic Forces>Video: Magnetic Forces;>Virtual Lab: Make It Move!;>Interactivity: Magnetism;>uEngineer It! Interactivity: Magnetic Machines;>Quiz: Magnetic Forces</p> |
| Performance Expectation 3-PS2-4 | |
| <p>Define a simple design problem that can be solved by applying scientific ideas about magnets.</p> | <p>SE/TE: Quest Kickoff: STEM Weigh to Go, 52-53 STEM Quest Check-In Lab: How can magnets sort objects by weight?, 72-73 uEngineer It! Build STEM: Moving Along, 74-75 Quest Findings: STEM Weigh to Go, 76 STEM uDemonstrate Lab: How can you use a force?, 82-83</p> <p>Realize™ Digital Resources: Electricity and Magnetism >Lesson 2, Magnetic Forces>uEngineer It! Interactivity: Magnetic Machines</p> |

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| Disciplinary Core Ideas | |
| <p>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> | <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 Attract or Repel, 59 Model It!, 59 Strength of Electric Force, 63 Quest Check-In: Changing the Electric Force, 64 Magnetic Poles, 70 Magnetic Fields, 71 Evidence-Based Assessment, 80-81</p> <p>Realize™ Digital Resources: Electricity and Magnetism >Lesson 1, Electric Forces>Video: Electric Forces;>Interactivity: What’s the Charge?;>Quiz: Electric Forces >Lesson 2, Magnetic Forces>Video: Magnetic Forces;>Virtual Lab: Make It Move!;>Interactivity: Magnetism;>uEngineer It! Interactivity: Magnetic Machines;>Quiz: Magnetic Forces</p> |
| Science and Engineering Practices | |
| <p>Asking Questions and Defining Problems Define a simple problem that can be solved through the development of a new or improved object or tool.</p> | <p>SE/TE: Quest Kickoff: STEM Weigh to Go, 52-53 STEM Quest Check-In Lab: How can magnets sort objects by weight?, 72-73 uEngineer It! Build STEM: Moving Along, 74-75 Quest Findings: STEM Weigh to Go, 76</p> <p>Realize™ Digital Resources: Electricity and Magnetism >Lesson 2, Magnetic Forces>uEngineer It! Interactivity: Magnetic Machines</p> |
| Crosscutting Concepts | |
| <p>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> | <p>SE/TE: Quest Kickoff: STEM Weigh to Go, 52-53 STEM Quest Check-In Lab: How can magnets sort objects by weight?, 72-73 uEngineer It! Build STEM: Moving Along, 74-75 Quest Findings: STEM Weigh to Go, 76</p> |

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| Performance Expectation 3-ESS2-1 | |
| Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. | <p>SE/TE: uInvestigate Lab: When is the air dry?, 101 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</p> <p>Realize™ Digital Resources: Weather >Lesson 2, Seasonal Weather Changes>Interactivity: Weather in Different Seasons;>Quiz: Seasonal Weather Changes</p> |
| Disciplinary Core Ideas | |
| <p>ESS2.D: Weather and Climate 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: uInvestigate Lab: When is the air dry?, 101 Weather and Seasons, 102 uBe a Scientist: Forecast the Weather, 102 Simple Weather Instruments, 106 Evidence-Based Assessment, 122-123 uDemonstrate Lab: What can barometric pressure tell you?, 124-125</p> <p>Realize™ Digital Resources: Weather >Lesson 2, Seasonal Weather Changes>Interactivity: Weather in Different Seasons;>Quiz: Seasonal Weather Changes</p> |
| Science and Engineering Practices | |
| <p>Analyzing and Interpreting Data Represent data in tables and various graphical displays (bar graphs, pictographs) to reveal patterns that indicate relationships.</p> | <p>SE/TE: uInvestigate Lab: How does the amount of water change over time?, 91 uInvestigate Lab: When is the air dry?, 101 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</p> <p>Realize™ Digital Resources: Weather >Lesson 2, Seasonal Weather Changes>Interactivity: Weather in Different Seasons;>Quiz: Seasonal Weather Change</p> |

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| Crosscutting Concepts | |
| <p>Patterns Patterns of change can be used to make predictions.</p> | <p>SE/TE: <ul style="list-style-type: none"> uInvestigate Lab: How does the amount of water change over time?, 91 uInvestigate Lab: When is the air dry?, 101 Weather and Seasons, 102 uBe a Scientist: Forecast the Weather, 102 Simple Weather Instruments, 106 Evidence-Based Assessment, 122-123 uDemonstrate Lab: What can barometric pressure tell you?, 124-125 </p> <p>Realize™ Digital Resources: Weather >Lesson 2, Seasonal Weather Changes>Interactivity: Weather in Different Seasons;>Quiz: Seasonal Weather Changes</p> |
| Performance Expectation 3–5-ETS1-3 | |
| <p>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.</p> | <p>SE/TE: STEM uInvestigate Lab: How can you stop a flood?, 111 STEM Quest Check-In Lab: How can a roof be improved?, 116-117 Engineering Practices: Using Models and Prototypes, EM12</p> |
| Disciplinary Core Ideas | |
| <p>ETS1.B: Developing Possible Solutions Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved.</p> | <p>SE/TE: STEM uInvestigate Lab: How can you stop a flood?, 111 STEM Quest Check-In Lab: How can a roof be improved?, 116-117 Engineering Practices: Designing Solutions, EM11</p> <p>Realize™ Digital Resources: Weather >Lesson 3, Weather Hazards>Virtual Lab: Build a Weather Proof Home</p> |

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| <p>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> | <p>SE/TE: STEM uInvestigate Lab: How can you stop a flood?, 111 STEM Quest Check-In Lab: How can a roof be improved?, 116-117 Engineering Practices: Optimizing Solutions, EM13</p> <p>Realize™ Digital Resources: Weather >Lesson 3, Weather Hazards>Virtual Lab: Build a Weather Proof Home</p> |
| <p>Science and Engineering Practices</p> | |
| <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: uInvestigate Lab: How does the amount of water change over time?, 91 uBe a Scientist: Transforming Water, 93 Science Practices: Carry Out Investigations, EM1</p> |

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| Unit 2: What is weather and climate? | |
| Performance Expectation 3-ESS2-1 | |
| Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. | <p>SE/TE: uInvestigate Lab: When is the air dry?, 101 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</p> <p>Realize™ Digital Resources: Weather >Lesson 2, Seasonal Weather Changes>Interactivity: Weather in Different Seasons;>Quiz: Seasonal Weather Changes</p> |
| Disciplinary Core Ideas | |
| <p>ESS2.D: Weather and Climate 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: uInvestigate Lab: When is the air dry?, 101 Weather and Seasons, 102 uBe a Scientist: Forecast the Weather, 102 Simple Weather Instruments, 106 Evidence-Based Assessment, 122-123 uDemonstrate Lab: What can barometric pressure tell you?, 124-125</p> <p>Realize™ Digital Resources: Weather >Lesson 2, Seasonal Weather Changes>Interactivity: Weather in Different Seasons;>Quiz: Seasonal Weather Changes</p> |
| Science and Engineering Practices | |
| <p>Analyzing and Interpreting Data Represent data in tables and various graphical displays (bar graphs, pictographs) to reveal patterns that indicate relationships.</p> | <p>SE/TE: uInvestigate Lab: How does the amount of water change over time?, 91 uInvestigate Lab: When is the air dry?, 101 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</p> <p>Realize™ Digital Resources: Weather >Lesson 2, Seasonal Weather Changes>Interactivity: Weather in Different Seasons;>Quiz: Seasonal</p> |

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| | Weather Changes |
| Crosscutting Concepts | |
| <p>Patterns Patterns of change can be used to make predictions.</p> | <p>SE/TE: <ul style="list-style-type: none"> uInvestigate Lab: How does the amount of water change over time?, 91 uInvestigate Lab: When is the air dry?, 101 Weather and Seasons, 102 uBe a Scientist: Forecast the Weather, 102 Simple Weather Instruments, 106 Evidence-Based Assessment, 122-123 uDemonstrate Lab: What can barometric pressure tell you?, 124-125 </p> <p>Realize™ Digital Resources: Weather >Lesson 2, Seasonal Weather Changes>Interactivity: Weather in Different Seasons;>Quiz: Seasonal Weather Changes</p> |
| Performance Expectation 3-ESS2-2 | |
| <p>Obtain and combine information to describe climates in different regions of the world.</p> | <p>SE/TE: <ul style="list-style-type: none"> uConnect Lab: How does temperature change on a mountain?, 130 uInvestigate Lab: How does the sun’s radiation vary on Earth’s surface?, 133 The Sun and Climate, 135 Latitude and Climate, 136 The Ocean and Climate, 137 Land Features and Climate, 138 uInvestigate Lab: How do mountains affect climate?, 153 World Climate Zones, 156 Crosscutting Concepts Toolbox: Patterns, 157 Quest Check-In: Explore the World, 159 Topic Assessment, 162-163 Evidence-Based Assessment, 164-165 uDemonstrate Lab: What affects the climate in a region, 166-167 </p> <p>Realize™ Digital Resources: Climate >Lesson 1, Climates>Video: Climates;>Virtual Lab: Climbing for Climate;>Quiz: Climates >Lesson 3, World Climates>Video: World Climates;>Interactivity: Earth’s Climates;>Quiz: World Climates</p> |

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| Disciplinary Core Ideas | |
| <p>ESS2.D: Weather and Climate 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: Climate Characteristics, 134 Latitude and Climate, 136 The Ocean and Climate, 137 Land Features and Climate, 138 The Atmosphere and Climate, 139 uInvestigate Lab: How do mountains affect climate?, 153 Dry Climates, 154 Wet Climates, 155 Crosscutting Concepts Toolbox: Patterns, 157 Climate Extremes, 158 Topic Assessment, 162-163 Evidence-Based Assessment, 164-165</p> <p>Realize™ Digital Resources: Climate >Lesson 1, Climates>Video: Climates;>Interactivity: Classifying Weather and Climate;>Quiz: Climates >Lesson 3, World Climates>Video: World Climates;>Interactivity: Earth's Climates;>Quiz: World Climates</p> |
| 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: uConnect Lab: How does temperature change on a mountain?, 130 uInvestigate Lab: How does the sun's radiation vary on Earth's surface?, 133 The Sun and Climate, 135 Latitude and Climate, 136 The Ocean and Climate, 137 Land Features and Climate, 138 The Atmosphere and Climate, 139 World Climate Zones, 156 Crosscutting Concepts Toolbox: Patterns, 157 Evidence-Based Assessment, 164-165 uDemonstrate Lab: What affects the climate in a region, 166-167</p> <p>Realize™ Digital Resources: Climate >Lesson 1, Climates>Video: Climates;>Interactivity: Classifying Weather and Climate;>Quiz: Climates >Lesson 3, World Climates>Video: World Climates;>Interactivity: Earth's Climates;>Quiz: World Climates</p> |

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| Crosscutting Concepts | |
| <p>Patterns Patterns of change can be used to make predictions.</p> | <p>SE/TE: uConnect Lab: How does temperature change on a mountain?, 130 Crosscutting Concepts Toolbox: Patterns, 157 uDemonstrate Lab: What affects the climate in a region, 166-167</p> <p>Realize™ Digital Resources: Climate >Lesson 1, Climates> Virtual Lab: Climbing for Climate</p> |
| Performance Expectation 3-ESS3-1 | |
| <p>Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.</p> | <p>SE/TE: Quest Kickoff: STEM Hold on to your roof!, 86-87 Quest Check-In: Rainy Weather Is Coming, 97 Quest Check-In: A Roof for all Seasons, 108 STEM uInvestigate Lab: How can you stop a flood?, 111 STEM Quest Check-In Lab: How can a roof be improved?, 116-117 Quest Findings: STEM Hold on to your roof!, 118</p> <p>Realize™ Digital Resources: Weather >Lesson 3, Weather Hazards>Virtual Lab: Build a Weather Proof Home</p> |
| Disciplinary Core Ideas | |
| <p>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.</p> | <p>SE/TE: uEngineer It! Define STEM: Wild Weather!, 98-99 STEM Connection, 110 Storms, 112 Reduce the Impact, 113 Plan It!, 113 Thunderstorms and Tornadoes, 114 Drought, 115 Topic Assessment, 120-121 Natural Factors and Climate Change, 146 uBe a Scientist: Climate Change Investigation, 146</p> <p>Realize™ Digital Resources: Weather >Lesson 3, Weather Hazards>Video: Weather Hazards;>Virtual Lab: Build a Weather Proof Home;>Interactivity: Severe Weather;>Quiz: Weather Hazards Climate</p> |

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| | >Lesson 2, Climate Change>Interactivity: Climate Changes;>Quiz: Climate Change |
| 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: Quest Check-In: Rainy Weather Is Coming, 97 Quest Check-In: A Roof for all Seasons, 108 STEM ulnvestigate Lab: How can you stop a flood?, 111 STEM Quest Check-In Lab: How can a roof be improved?, 116-117 Quest Findings: STEM Hold on to your roof!, 118 Engineering Practices: Designing Solutions, EM11 Engineering Practices: Optimizing Solutions, EM13</p> <p>Realize™ Digital Resources: Weather >Lesson 3, Weather Hazards>Virtual Lab: Build a Weather Proof Home</p> |
| Crosscutting Concepts | |
| <p>Cause and Effect Cause and effect relationships are routinely identified, tested, and used to explain change.</p> | <p>SE/TE: Storm, 112 Drought, 115 Visual Literacy Connection: What is the greenhouse effect?, 144-145 Natural Factors and Climate Change, 146 uBe a Scientist: Climate Change Investigation, 146 Humans and Climate Change, 147 Topic Assessment, 162-163</p> <p>Realize™ Digital Resources: Climate Weather >Lesson 3, Weather Hazards>Video: Weather Hazards;> Interactivity: Severe Weather;>Quiz: Weather Hazards Climate >Lesson 2, Climate Change>Video: Climate Change;>Interactivity: Climate Changes;>Quiz: Climate Change</p> |

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| <p>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> | <p>SE/TE: Quest Kickoff: STEM Hold on to your roof!, 86-87 Quest Check-In: Rainy Weather Is Coming, 97 Quest Check-In: A Roof for all Seasons, 108 STEM uInvestigate Lab: How can you stop a flood?, 111 STEM Quest Check-In Lab: How can a roof be improved?, 116-117 Quest Findings: STEM Hold on to your roof!, 118</p> |
| <p>Science is a Human Endeavor Science affects everyday life.</p> | <p>SE/TE: uConnect Lab: How can temperature damage a house?, 88 uEngineer It! Define STEM: Wild Weather!, 98-99 Visual Literacy Connection: How can a snowstorm affect you?, 104-105 Simple Weather Instruments, 106 Reduce the Impact, 113 Plan It!, 113</p> <p>Realize™ Digital Resources: Weather >Lesson 1, Water and Weather>uEngineer It! Video: Wild Weather</p> |
| <p>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.</p> | <p>SE/TE: Quest Kickoff: STEM Hold on to your roof!, 86-87 Quest Check-In: Rainy Weather Is Coming, 97 uEngineer It! Define STEM: Wild Weather!, 98-99 Quest Check-In: A Roof for all Seasons, 108 STEM uInvestigate Lab: How can you stop a flood?, 111 STEM Quest Check-In Lab: How can a roof be improved?, 116-117 Quest Findings: STEM Hold on to your roof!, 118 Engineering Practices: Defining Problems, EM10</p> <p>Realize™ Digital Resources: Weather >Lesson 1, Water and Weather>uEngineer It! Video: Wild Weather >Lesson 3, Weather Hazards>Virtual Lab: Build a Weather Proof Home</p> |

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| Disciplinary Core Ideas | |
| <p>ETS1.A: Defining and Delimiting Engineering Problems Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account.</p> | <p>SE/TE: Quest Kickoff: STEM Hold on to your roof!, 86-87 Quest Check-In: Rainy Weather Is Coming, 97 Quest Check-In: A Roof for all Seasons, 108 STEM uInvestigate Lab: How can you stop a flood?, 111 STEM Quest Check-In Lab: How can a roof be improved?, 116-117 Quest Findings: STEM Hold on to your roof!, 118 Engineering Practices: Designing Solutions, EM11</p> <p>Realize™ Digital Resources: Weather >Lesson 1, Water and Weather>uEngineer It! Video: Wild Weather >Lesson 3, Weather Hazards>Virtual Lab: Build a Weather Proof Home</p> |
| Science and Engineering Practices | |
| <p>Asking Questions and Defining Problems Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.</p> | <p>SE/TE: Quest Kickoff: STEM Hold on to your roof!, 86-87 Quest Check-In: Rainy Weather Is Coming, 97 Quest Check-In: A Roof for all Seasons, 108 STEM uInvestigate Lab: How can you stop a flood?, 111 STEM Quest Check-In Lab: How can a roof be improved?, 116-117 Quest Findings: STEM Hold on to your roof!, 118 Engineering Practices: Defining Problems, EM10</p> <p>Realize™ Digital Resources: Weather >Lesson 1, Water and Weather>uEngineer It! Video: Wild Weather >Lesson 3, Weather Hazards>Virtual Lab: Build a Weather Proof Home</p> |
| Crosscutting Concepts | |

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| <p>Influence of Engineering, Technology, and Science on Society and the Natural World People’s needs and wants change over time, as do their demands for new and improved technologies.</p> | <p>SE/TE: uEngineer It! Define STEM: Wild Weather!, 98-99 Weather Satellites, 107 Reduce the Impact, 113 Plan It!, 113</p> <p>Realize™ Digital Resources: Weather >Lesson 3, Weather Hazards>Virtual Lab: Build a Weather Proof Home</p> |
| Unit 3: Animal Behaviors | |
| Performance Expectation 3-LS2-1 | |
| <p>Construct an argument that some animals form groups that help members survive.</p> | <p>SE/TE: uInvestigate Lab: How do some birds fly so far?, 225 Visual Literacy Connection: Why do animals form groups?, 226-227 Animal Groups, 228-229 Quest Check-In: Let’s Get Together, 230 Topic Assessment, 246-247</p> <p>Realize™ Digital Resources: Adaptations and Survival >Lesson 2, Survival of Groups>Video: Survival of Groups;>Interactivity: Adaptation and Survival</p> |
| Disciplinary Core Ideas | |
| <p>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.</p> | <p>SE/TE: Visual Literacy Connection: Why do animals form groups?, 226-227 Animal Groups, 228-229 Quest Check-In: Let’s Get Together, 230 Topic Assessment, 246-247</p> <p>Realize™ Digital Resources: Adaptations and Survival >Lesson 2, Survival of Groups>Video: Survival of Groups;>Interactivity: Adaptation and Survival;>Quiz: Survival of Groups</p> |
| Science and Engineering Practices | |
| <p>Engaging in Argument from Evidence Construct an argument with evidence, data, and/or a model.</p> | <p>SE/TE: uInvestigate Lab: How do some birds fly so far?, 225 Quest Check-In: Let’s Get Together, 230 Topic Assessment, 246-247 Science Practices: Constructing Explanations, Developing and Using Models, Engaging in Arguments from Evidence, EM6-EM7</p> |

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| | Realize™ Digital Resources: Adaptations and Survival >Lesson 2, Survival of Groups> Interactivity: 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 >Lesson 2 Check, 229 Visual Literacy Connection: How do animals respond to seasonal changes?, 236-237 Realize™ Digital Resources: Adaptations and Survival >Lesson 3, Survival When Environments Change>Video: Survival When Environments Change;> |
| 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: Visual Literacy Connection: 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: Visual Literacy Connection: How do living things adapt to survive?, 218-219 Differences Can Help Living Things, 221 Evidence-Based Assessment, 248-249 |
| Science and Engineering Practices | |
| Constructing Explanations and Designing Solutions Use evidence (e.g., observations, patterns) to construct an explanation. | SE/TE: Differences Can Help Living Things, 221 >Lesson 1 Check, 221 Evidence-Based Assessment, 248-249 |
| Crosscutting Concepts | |

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| <p>Cause and Effect Cause and effect relationships are routinely identified and used to explain change.</p> | <p>SE/TE: Differences Can Help Living Things, 221 >Lesson 1 Check, 221 Evidence-Based Assessment, 248-249</p> |
| <p>Performance Expectation 3-LS4-3</p> | |
| <p>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.</p> | <p>SE/TE: Engineering Connection, 216 uInvestigate Lab: How do sea lions stay warm in cold waters?, 217 Survival in Different Habitats, 220 Quest Connection, 220 Quest Check-In Lab: How are living things suited to their habitats?, 222-223 Topic Assessment, 246-247 uDemonstrate Lab: How well will the rabbit survive?, 250-251 Climate Change and Extinction, 283 >Lesson 3 Check, 283</p> <p>Realize™ Digital Resources: Adaptations and Survival >Lesson 1, Survival of Individuals>Video: Survival of Individuals;>Interactivity: Camouflage Helps Animals;>Quiz: Survival of Individuals Fossil Evidence >Lesson 3, Living Things and Climate Change>Video: Living Things and Climate Change</p> |
| <p>Disciplinary Core Ideas</p> | |
| <p>LS4.C: Adaptation For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.</p> | <p>SE/TE: Engineering Connection, 216 uInvestigate Lab: How do sea lions stay warm in cold waters?, 217 Survival in Different Habitats, 220 Quest Connection, 220 Quest Check-In Lab: How are living things suited to their habitats?, 222-223 uDemonstrate Lab: How well will the rabbit survive?, 250-251 Climate Change and Extinction, 283</p> |

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| | >Lesson 3 Check, 283 Realize™ Digital Resources: Adaptations and Survival >Lesson 1, Survival of Individuals>Video: Survival of Individuals;>Interactivity: Camouflage Helps Animals;>Quiz: Survival of Individuals Fossil Evidence >Lesson 3, Living Things and Climate Change>Video: Living Things and Climate Change |
| Science and Engineering Practices | |
| Engaging in Argument from Evidence Construct an argument with evidence. | SE/TE: uInvestigate Lab: How do sea lions stay warm in cold waters?, 217 Quest Connection, 220 >Lesson 1 Check, 221 Quest Check-In Lab: How are living things suited to their habitats?, 222-223 Science Practice Toolbox: Argue Using Evidence, 234 uDemonstrate Lab: How well will the rabbit survive?, 250-251 Climate Change and Extinction, 283 >Lesson 3 Check, 283 Science Practices: Engaging in Arguments from Evidence, EM7 Realize™ Digital Resources: Adaptations and Survival >Lesson 1, Survival of Individuals>Video: Survival of Individuals;>Interactivity: Camouflage Helps Animals Fossil Evidence >Lesson 3, Living Things and Climate Change>Video: Living Things and Climate Change |
| Crosscutting Concepts | |
| Cause and Effect Cause and effect relationships are routinely identified and used to explain change. | SE/TE: Literacy Connection: Cause and Effect, 215 uInvestigate Lab: How do sea lions stay warm in cold waters?, 217 Visual Literacy Connection: How do living things adapt to survive?, 218-219 Survival in Different Habitats, 220 Differences Can Help Living Things, 221 >Lesson 1 Check, 221 Changes in the Environment, 234 Case Study: Denali National Park, 235 |

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| | <p>Evidence-Based Assessment, 248-249</p> <p>Realize™ Digital Resources: Adaptations and Survival >Lesson 1, Survival of Individuals>Video: Survival of Individuals;>Interactivity: Camouflage Helps Animals >Lesson 3, Survival When Environments Change>Video: Survival When Environments Change;>Interactivity: Environmental Changes</p> |
| Performance Expectation 3-ESS2-1 | |
| <p>Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</p> | <p>SE/TE: uInvestigate Lab: When is the air dry?, 101 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</p> <p>Realize™ Digital Resources: Weather >Lesson 2, Seasonal Weather Changes>Interactivity: Weather in Different Seasons;>Quiz: Seasonal Weather Changes</p> |
| Disciplinary Core Ideas | |
| <p>ESS2.D: Weather and Climate 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: uInvestigate Lab: When is the air dry?, 101 Weather and Seasons, 102 uBe a Scientist: Forecast the Weather, 102 Simple Weather Instruments, 106 Evidence-Based Assessment, 122-123 uDemonstrate Lab: What can barometric pressure tell you?, 124-125</p> <p>Realize™ Digital Resources: Weather >Lesson 2, Seasonal Weather Changes>Interactivity: Weather in Different Seasons;>Quiz: Seasonal Weather Changes</p> |
| Science and Engineering Practices | |
| <p>Analyzing and Interpreting Data Represent data in tables and various graphical</p> | <p>SE/TE: uInvestigate Lab: How does the amount of water</p> |

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| displays (bar graphs, pictographs) to reveal patterns that indicate relationships. | change over time?, 91 uInvestigate Lab: When is the air dry?, 101 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 Realize™ Digital Resources: Weather >Lesson 2, Seasonal Weather Changes>Interactivity: Weather in Different Seasons;>Quiz: Seasonal Weather Changes |
| Crosscutting Concepts | |
| Patterns Patterns of change can be used to make predictions. | SE/TE: uInvestigate Lab: How does the amount of water change over time?, 91 uInvestigate Lab: When is the air dry?, 101 Weather and Seasons, 102 uBe a Scientist: Forecast the Weather, 102 Simple Weather Instruments, 106 Evidence-Based Assessment, 122-123 uDemonstrate Lab: What can barometric pressure tell you?, 124-125 uDemonstrate Lab: How well will the rabbit survive?, 250-251 Realize™ Digital Resources: Weather >Lesson 2, Seasonal Weather Changes>Interactivity: Weather in Different Seasons;>Quiz: Seasonal Weather Changes |
| 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: STEM uInvestigate Lab: How can you stop a flood?, 111 STEM Quest Check-In Lab: How can a roof be improved?, 116-117 Engineering Practices: Using Models and Prototypes, EM12 Engineering Practices: Optimizing Solutions, EM13 |
| Disciplinary Core Ideas | |
| ETS1.B: Developing Possible Solutions Tests are often designed to identify failure points or difficulties, which suggest the elements of the design | SE/TE: STEM uInvestigate Lab: How can you stop a flood?, 111 |

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| that need to be improved. | <p>STEM Quest Check-In Lab: How can a roof be improved?, 116-117 Quest Findings: Help the Pond Organisms Survive, 244 Engineering Practices: Optimizing Solutions, EM13</p> <p>Realize™ Digital Resources: Weather >Lesson 3, Weather Hazards>Virtual Lab: Build a Weather Proof Home</p> |
| <p>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> | <p>SE/TE: STEM uInvestigate Lab: How can you stop a flood?, 111 STEM Quest Check-In Lab: How can a roof be improved?, 116-117 Quest Findings: Help the Pond Organisms Survive, 244 Engineering Practices: Optimizing Solutions, EM13</p> <p>Realize™ Digital Resources: Weather >Lesson 3, Weather Hazards>Virtual Lab: Build a Weather Proof Home</p> |
| 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: uBe a Scientist: Transforming Water, 93 STEM uInvestigate Lab: How can you stop a flood?, 111 uBe a Scientist: Evaporation Investigation, 137 uInvestigate Lab: How do sea lions stay warm in cold waters?, 217 Quest Check-In Lab: How are living things suited to their habitats?, 222-223 uInvestigate Lab: How do some birds fly so far?, 225 uBe a Scientist: Observe Changes, 240 uDemonstrate Lab: How well will the rabbit survive?, 250-251 Science Practices: Carry Out Investigations, EM1</p> |
| Unit 4: Life Cycles and Inherited Traits | |
| Performance Expectation 3-LS1-1 | |
| Develop models to describe that organisms have | SE/TE: |

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| unique and diverse life cycles but all have in common birth, growth, reproduction, and death. | <p>Investigate Lab: How are life cycles similar and different?, 175 Visual Literacy Connection: How are life cycles the same?, 180-181 Topic Assessment, 204-205</p> <p>Realize™ Digital Resources: Life Cycles and Traits >Lesson 1, Life Cycles>Interactivity: Compare Life Cycles</p> |
| Disciplinary Core Ideas | |
| <p>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.</p> | <p>SE/TE: Diversity of Living Things, 176 Plant Reproduction, 177 uBe a Scientist,: Observing Growth, 177 Animal Reproduction, 178 Visual Literacy Connection: How are life cycles the same?, 180-181 Patterns of Life Cycles, 182 Topic Assessment, 204-205</p> <p>Realize™ Digital Resources: Life Cycles and Traits >Lesson 1, Life Cycles>Video: Life Cycles</p> |
| Science and Engineering Practices | |
| <p>Developing and Using Models Develop models to describe phenomena.</p> | <p>SE/TE: Investigate Lab: How are life cycles similar and different?, 175 Visual Literacy Connection: How are life cycles the same?, 180-181 Topic Assessment, 204-205</p> <p>Realize™ Digital Resources: Life Cycles and Traits >Lesson 1, Life Cycles>Interactivity: Compare Life Cycles</p> |
| <p>Scientific Knowledge is Based on Empirical Evidence Science findings are based on recognizing patterns.</p> | <p>SE/TE: Investigate Lab: How are life cycles similar and different?, 175 Plant Reproduction, 177 uBe a Scientist,: Observing Growth, 177 Animal Reproduction, 178</p> |

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| | <p>Visual Literacy Connection: How are life cycles the same?, 180-181 Patterns of Life Cycles, 182</p> <p>Realize™ Digital Resources: Life Cycles and Traits >Lesson 1, Life Cycles> Video: Life Cycles;> Interactivity: Compare Life Cycles;>Quiz: Life Cycles</p> |
| Crosscutting Concepts | |
| <p>Patterns Patterns of change can be used to make predictions.</p> | <p>SE/TE: Plant Reproduction, 177 uBe a Scientist,: Observing Growth, 177 Animal Reproduction, 178 Life Cycles, 179 Patterns of Life Cycles, 182</p> <p>Realize™ Digital Resources: Life Cycles and Traits >Lesson 1, Life Cycles> Video: Life Cycles;> Interactivity: Compare Life Cycles;>Quiz: Life Cycles</p> |
| Performance Expectation 3-LS3-1 | |
| <p>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.</p> | <p>SE/TE: uInvestigate 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 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 >Lesson 2, Inherited Traits>Video: Inherited Traits;>Virtual Lab: What will it look like?;>Interactivity: From Parents to Offspring</p> |
| Disciplinary Core Ideas | |

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| <p>LS3.A: Inheritance of Traits Many characteristics of organisms are inherited from their parents.</p> | <p>SE/TE: Traits from Parents, 186 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 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;>Virtual Lab: What will it look like?;>Interactivity: From Parents to Offspring;>Quiz: Inherited Traits</p> |
| <p>LS3.B: Variation of Traits Different organisms vary in how they look and function because they have different inherited information.</p> | <p>SE/TE: uInvestigate Lab: How do offspring compare to their parents?, 185 Traits of Parents and Offspring, 187 Evidence-Based Assessment, 206-207</p> <p>Realize™ Digital Resources: Life Cycles and Traits >Lesson 2, Inherited Traits>Video: Inherited Traits;>Virtual Lab: What will it look like?;>Interactivity: From Parents to Offspring;>Quiz: Inherited Traits</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: uConnect Lab: Which seeds are from which plant?, 172 uInvestigate Lab: How do offspring compare to their parents?, 185 Evidence-Based Assessment, 206-207 Science Practices: Analyzing and Interpreting Data, EM4</p> <p>Realize™ Digital Resources: Life Cycles and Traits >Lesson 2, Inherited Traits>Video: Inherited Traits;>Virtual Lab: What will it look like?;>Interactivity: From Parents to Offspring;>Quiz: Inherited Traits</p> |
| Crosscutting Concepts | |

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| <p>Patterns Similarities and differences in patterns can be used to sort and classify natural phenomena.</p> | <p>SE/TE: ulInvestigate Lab: How are life cycles similar and different, 175 Visual Literacy Connection: How are life cycles the same?, 180-181 Pattern of Life Cycles, 182</p> <p>Realize™ Digital Resources: Life Cycles and Traits >Lesson 1, Life Cycles> Video: Life Cycles;> Interactivity: Compare Life Cycles</p> |
| Performance Expectation 3-LS3-2 | |
| <p>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 Connection: How can environmental factors affect organisms?, 198-199 Sunlight and Plant Traits, 200</p> <p>Realize™ Digital Resources: Life Cycles and Traits >Lesson 3, Traits Influenced by the Environment>Video: Traits Influenced by the Environment;>Interactivity: The Environment Affects Characteristics</p> |
| Disciplinary Core Ideas | |
| <p>LS3.A: Inheritance of Traits Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment.</p> | <p>SE/TE: ulInvestigate Lab: How can the environment affect an organism?, 195 Inherited Traits and the Environment, 196 Crosscutting Concepts Toolbox: Cause and Effect, 196 Environmental Factors, 197 Visual Literacy Connection: How can environmental factors affect organisms?, 198-199 Sunlight and Plant Traits, 200 Topic Assessment, 204-205</p> <p>Realize™ Digital Resources: Life Cycles and Traits >Lesson 3, Traits Influenced by the</p> |

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| | Environment>Video: Traits Influenced by the Environment;>Interactivity: The Environment Affects Characteristics;>Quiz: Traits Influenced by the Environment |
| LS3.B: Variation of Traits The environment also affects the traits that an organism develops. | SE/TE: ulnvestigate Lab: How can the environment affect an organism?, 195 Inherited Traits and the Environment, 196 Crosscutting Concepts Toolbox: Cause and Effect, 196 Environmental Factors, 197 Visual Literacy Connection: How can environmental factors affect organisms?, 198-199 Sunlight and Plant Traits, 200 Topic Assessment, 204-205 Realize™ Digital Resources: Life Cycles and Traits >Lesson 3, Traits Influenced by the Environment>Video: Traits Influenced by the Environment;>Interactivity: The Environment Affects Characteristics;>Quiz: Traits Influenced by the Environment |
| 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 Visual Literacy Connection: How can environmental factors affect organisms?, 198-199 Sunlight and Plant Traits, 200 Realize™ Digital Resources: Life Cycles and Traits >Lesson 3, Traits Influenced by the |

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| | Environment>Video: Traits Influenced by the Environment;>Interactivity: The Environment Affects Characteristics |
| Crosscutting Concepts | |
| <p>Cause and Effect Cause and effect relationships are routinely identified and used to explain change.</p> | <p>SE/TE: uInvestigate Lab: How can the environment affect an organism?, 195 Crosscutting Concepts Toolbox: Cause and Effect, 196 Environmental Factors, 197 Visual Literacy Connection: How can environmental factors affect organisms?, 198-199 Sunlight and Plant Traits, 200</p> <p>Realize™ Digital Resources: Life Cycles and Traits >Lesson 3, Traits Influenced by the Environment>Video: Traits Influenced by the Environment;>Interactivity: The Environment Affects Characteristics;>Quiz: Traits Influenced by the Environment</p> |
| Performance Expectation 3-LS4-1 | |
| <p>Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.</p> | <p>SE/TE: uConnect Lab: What can a fossil tell you?, 256 Fossil Evidence, 261 Quest Check-In: Plant, Animal, or Trace, 266 uInvestigate Lab: What can fossil footprints tell you about an animal?, 269 Clues from Fossils, 270 Quest Connection, 270 Science Practice Toolbox: Analyze and Interpret Data, 271 Quest Check-In: Long Ago and Today, 275</p> |

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| | <p>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 2, Fossils as a Record>Video: Fossils as a Record;>Virtual Lab: The Stories Fossils Tell;>Quiz: Fossils as a Record >Lesson 3, Living Things and Climate Change>Video: Living Things and Climate Change;>Interactivity: Piecing Together the Past;>Quiz: Living Things and Climate Change</p> |
| Disciplinary Core Ideas | |
| <p>LS4.A: Evidence of Common Ancestry and Diversity Some kinds of plants and animals that once lived on Earth are no longer found anywhere.</p> | <p>SE/TE: Fossils in Tar, 265 Changes over Time, 280-281 Climate Change and Extinction, 283</p> <p>Realize™ Digital Resources: Fossil Evidence >Lesson 3, Living Things and Climate Change>Video: Living Things and Climate Change</p> |
| <p>Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments.</p> | <p>SE/TE: uConnect Lab: What can a fossil tell you?, 256 Fossil Evidence, 261 Quest Check-In: Plant, Animal, or Trace, 266 uInvestigate Lab: What can fossil footprints tell you about an animal?, 269 Clues from Fossils, 270 Quest Connection, 270 Quest Check-In: Long Ago and Today, 275 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 2, Fossils as a Record>Video: Fossils as a Record;>Virtual Lab: The Stories Fossils Tell;>Quiz: Fossils as a Record >Lesson 3, Living Things and Climate Change>Video:</p> |

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| | Living Things and Climate Change;>Interactivity: Piecing Together the Past;>Quiz: Living Things and Climate Change |
| 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: uConnect Lab: What can a fossil tell you?, 256 Fossil Evidence, 261 Quest Check-In: Plant, Animal, or Trace, 266 uInvestigate Lab: What can fossil footprints tell you about an animal?, 269 Quest Connection, 270 Science Practice Toolbox: Analyze and Interpret Data, 271 Quest Check-In: Long Ago and Today, 275 Evidence-Based Assessment, 290-291 uDemonstrate Lab: What were this organism and its environment like?, 292-293 Science Practices: Analyzing and Interpreting Data, EM4</p> <p>Realize™ Digital Resources: Fossil Evidence >Lesson 2, Fossils as a Record>Virtual Lab: The Stories Fossils Tell >Lesson 3, Living Things and Climate Change;>Interactivity: Piecing Together the Past;>Quiz: Living Things and Climate Change</p> |
| Crosscutting Concepts | |

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| <p>Scale, Proportion, and Quantity Observable phenomena exist from very short to very long time periods.</p> <p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems Science assumes consistent patterns in natural systems.</p> | <p>SE/TE: Case Study: Denali National Park, 235 Plants Respond to Seasonal Changes, 238-239 uBe a Scientist: Observe Changes, 240 The Fossil Record, 271 uInvestigate Lab: How can you use evidence to infer climate change?, 279</p> <p>Realize™ Digital Resources: Fossil Evidence >Lesson 2, Fossils as a Record>Interactivity: Fossils and the Geological Time Scale;>Quiz: Fossils as a Record</p> |
| <p>Performance Expectation 3-LS4-4</p> <p>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.</p> | <p>SE/TE: uInvestigate Lab: How will sea levels affect tigers?, 233 Quest Check-In: A Changing Pond Environment, 241 Quest Findings: STEM Help the Pond Organisms Survive, 244 Topic Assessment, 246-247</p> <p>Realize™ Digital Resources: Adaptations and Survival >Lesson 3, Survival When Environments Change>uEngineer It! Video: Have your fun and be considerate too!</p> |
| <p>Disciplinary Core Ideas</p> <p>LS2.C: Ecosystem Dynamics, Functioning, and Resilience 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.</p> | <p>SE/TE: uInvestigate Lab: How will sea levels affect tigers?, 233 Changes in the Environment, 234 Science Practice Toolbox: Argue Using Evidence, 234 Changes in Environmental Conditions, 240 Topic Assessment, 246-247 Changes Over Time, 280-281 Climate Change and Extinction, 283</p> <p>Realize™ Digital Resources:</p> |

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| | <p>Adaptations and Survival >Lesson 3, Survival When Environments Change>Interactivity: Environmental Changes</p> <p>Fossil Evidence >Lesson 3, Living Things and Climate Change>Video: Living Things and Climate Change;></p> |
| <p>LS4.D: Biodiversity and Humans Populations live in a variety of habitats, and change in those habitats affects the organisms living there.</p> | <p>SE/TE: Survival in Different Habitats, 220 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 Science Practice Toolbox: Argue Using Evidence, 234 Case Study: Denali National Park, 235 Changes in Environmental Conditions, 240 Quest Check-In: A Changing Pond Environment, 241</p> <p>Realize™ Digital Resources: Adaptations and Survival >Lesson 3, Survival When Environments Change> Interactivity: Environmental Changes</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: Quest Findings: STEM Help the Pond Organisms Survive, 244 Science Practices: Engaging in Arguments from Evidence, EM7 Engineering Practices: Optimizing Solutions, EM13</p> <p>Realize™ Digital Resources: Adaptations and Survival >Lesson 3, Survival When Environments Change> uEngineer It! Video: Have your fun, and be considerate too!</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: Changes in the Environment, 234 Science Practice Toolbox: Argue Using Evidence, 234 Case Study: Denali National Park, 235</p> |
| <p>Interdependence of Engineering, Technology and Applications of Science on Society and the Natural World Knowledge of relevant scientific concepts and research findings is important in engineering.</p> | <p>SE/TE: Engineering Connection, 216 STEM Connection, 232 uEngineer It! Design STEM: Have Your Fun, and Be Considerate Too!, 242-243</p> |

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| | <p>Realize™ Digital Resources: Adaptations and Survival >Lesson 3, Survival When Environments Change> uEngineer It! Video: Have your fun, and be considerate too!</p> |
| <p>Performance Expectation 3–5-ETS1-2</p> | |
| <p>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.</p> | <p>SE/TE: uEngineer It! Define STEM: A Fruitful Change, 192-193 uEngineer It! Design STEM: Have Your Fun, and Be Considerate Too, 242-243 Quest Findings: Help the Pond Organisms Survive, 244 Engineering Practices: Optimizing Solutions, EM13</p> <p>Realize™ Digital Resources: Life Cycles and Traits >Lesson 2, Inherited Traits>uEngineer It! Video: A Fruitful Change Adaptations and Survival >Lesson 3, Survival When Environments Change> uEngineer It! Video: Have your fun, and be considerate too!</p> |
| <p>Disciplinary Core Ideas</p> | |
| <p>ETS1.B: Developing Possible Solutions Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions</p> | <p>SE/TE: Quest Kickoff: STEM Design a Mystery Creature, 170-171 Quest Check-In Lab: Which animals can live here?, 183 Quest Check-In: Hide Me, 190</p> |

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| | <p>Quest Check-In: Set the Scene, 201 Quest Findings: STEM Design a Mystery Creature, 202 Quest Kickoff: STEM Help the Pond Organisms Survive, 212-213 Quest Check-In Lab: How are living things suited to their habitats?, 222-223 Quest Check-In: Let's Get Together, 230 Quest Check-In: A Changing Pond Environment, 241 uEngineer It! Design STEM: Have Your Fun, and Be Considerate Too!, 242-243 Quest Findings: STEM Help the Pond Organisms Survive, 244</p> <p>Realize™ Digital Resources: Adaptations and Survival >Lesson 3, Survival When Environments Change> uEngineer It! Video: Have your fun, and be considerate too!</p> |
| <p>At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs.</p> | <p>SE/TE: Quest Kickoff: STEM Design a Mystery Creature, 170-171 Quest Check-In Lab: Which animals can live here?, 183 Quest Check-In: Hide Me, 190 Quest Check-In: Set the Scene, 201 Quest Findings: STEM Design a Mystery Creature, 202 Quest Kickoff: STEM Help the Pond Organisms Survive, 212-213 Quest Check-In Lab: How are living things suited to their habitats?, 222-223 Quest Check-In: Let's Get Together, 230 Quest Check-In: A Changing Pond Environment, 241 uEngineer It! Design STEM: Have Your Fun, and Be Considerate Too!, 242-243 Quest Findings: STEM Help the Pond Organisms Survive, 244</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 problem.</p> | <p>SE/TE: Quest Findings: STEM Design a Mystery Creature, 202 Quest Findings: STEM Help the Pond Organisms Survive, 244</p> |

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| | <p>Engineering Practices: Designing Solutions, EM11</p> <p>Realize™ Digital Resources: Adaptations and Survival >Lesson 3, Survival When Environments Change> uEngineer It! Video: Have your fun, and be considerate too!</p> |
| Crosscutting Concepts | |
| <p>Influence of Engineering, Technology, and Science on Society and the Natural World Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands.</p> | <p>SE/TE: uEngineer It! Define STEM: A Fruitful Change, 192-193</p> <p>Realize™ Digital Resources: Life Cycles and Traits >Lesson 2, Inherited Traits>uEngineer It! Video: A Fruitful Change</p> |

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