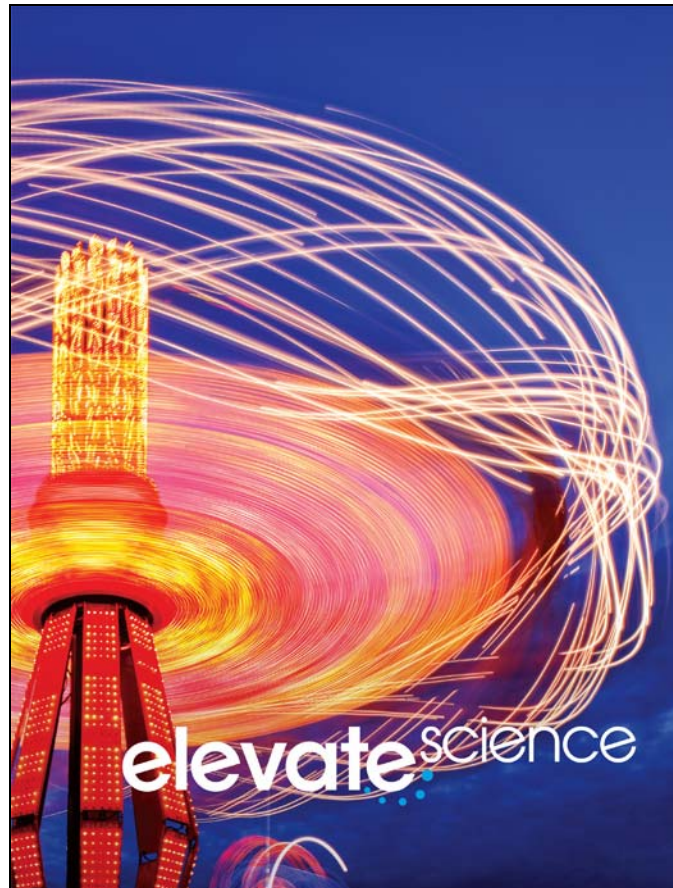


A Correlation of  
**Elevate Science**  
Grade 3, ©2019



To the  
**Nebraska College and Career Ready  
Standards for Science  
Grade 3**

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**Introduction**

The following document demonstrates how the ***Elevate Science, ©2019*** program supports the Nebraska College and Career Ready Standards for Science, Grade 3. For each standard, correlation references are to the Student Edition and Teacher Edition where applicable.

***Elevate Science*** is a comprehensive K-5 science program that focuses on active, student-centered learning. It builds students' critical thinking, questioning, and collaboration skills, and fuels interest in STEM and creative problem solving while supporting literacy development for elementary-age learners. Developed to support Next Generation Science Standards (NGSS), ***Elevate Science*** integrates three dimensional learning of the Scientific and Engineering Practices, Crosscutting Concepts (CCC), and Disciplinary Core Ideas (DCIs).

The ***Elevate Science*** blended print and digital curriculum engages students in phenomena-based inquiry and hands-on investigations.

- Problem-based learning Quests put students on a journey of discovery
- Engineering-focused features infuse STEM learning
- Coding and innovation engage students and build 21<sup>st</sup> 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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<b>Nebraska College and Career Ready Standards for Science, Grade 3</b>		<b>Elevate Science, ©2019</b>
SC.3.1	Forces and Interactions: Motion and Stability	
SC.3.1.1	Gather, analyze, and communicate evidence of forces and their interactions.	
SC.3.1.1.A	Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	<b>SE/TE:</b> Quest Kickoff: Pinball Wizard!, 2-3 Equal and Opposite Forces, 30 Quest Connection, 30 Quest Check-In: Launch Your Pinball!, 32 uInvestigate Lab: How can you hold up an object?, 35 Visual Literacy Connection: How can you move an object?, 36-37 Quest Connection, 38 Quest Check-In Lab: How can you control your flippers?, 40-41 Quest Findings: Pinball Wizard!, 42 Topic Assessment, 44-45
SC.3.1.1.B	Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	<b>SE/TE:</b> uConnect Lab: How do things move?, 4 uInvestigate Lab: How fast can it move?, 7 uInvestigate Lab: How can you describe the motion of an object?, 17 Patterns of Motion, 18 Visual Literacy Connection: How high can it fly?, 20-21 uInvestigate Lab: What makes it move?, 25 Crosscutting Concepts Toolbox: Cause and Effect, 26 Quest Check-In: Launch Your Pinball!, 32 uDemonstrate Lab: Why do objects move?, 48-49

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SC.3.1.1.C	Ask questions to determine cause and effect relationships of electrical or magnetic interactions between two objects not in contact with each other.	<p><b>SE/TE:</b>            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            Quest Connection, 62            Crosscutting Concepts Toolbox: Cause and Effect, 70            Magnetic Poles, 70            Quest Connection, 70            uDemonstrate Lab: How can you use a force?, 82-83</p>
SC.3.1.1.D	Define a simple design problem that can be solved by applying scientific ideas about magnets.	<p><b>SE/TE:</b>            Quest Connection, 70            Quest Check-In Lab: How can magnets sort objects by weight?, 72-73            uEngineer It!: Moving Along, 74-75            uDemonstrate Lab: How can you use a force?, 82-83</p>

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SC.3.7	Interdependent Relationships in Ecosystems	
SC.3.7.2	Gather and analyze data to communicate an understanding of the interdependent relations in ecosystems.	
SC.3.7.2.A	Construct an argument that some animals form groups that help members survive.	<b>SE/TE:</b> uInvestigate Lab: How do some birds fly so far?, 225 Visual Literacy Connection: Why do animals form groups?, 226-227 Quest Connection, 228 Animal Groups, 228-229 Lesson 2 Check, 229 Quest Check-In: Let's Get Together, 230 Topic Assessment, 246-247
SC.3.7.2.B	Analyze and interpret data from fossils to provide evidence of the organisms and environments in which they lived long ago.	<b>SE/TE:</b> uConnect Lab: What can a fossil tell you?, 256 Kinds of Fossils, 260 Lesson 2 Check In, 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 uDemonstrate Lab: What were this organism and its environment like?, 292-293
SC.3.7.2.C	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.	<b>SE/TE:</b> How do sea lions stay warm in cold waters?, 217 Quest Connection, 220 Survival in Different Habitats, 220 Changes in the Environment, 234 Science Practice Toolbox - Argue Using Evidence, 234 Changes in Environmental Condition, 240 uDemonstrate Lab: How well will the rabbit survive?, 250-251 uInvestigate Lab: How can you use evidence to infer climate change?, 279 Climate Change and Extinction, 283 Lesson 3 Check In, 283 Topic Assessment, 288-289

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SC.3.7.2.D	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.	<b>SE/TE:</b> Quest Kickoff: Design a Mystery Creature, 170-171 Quest Check-In Lab: Which animals can live here?, 183 STEM Quest Check-In Lab: How are living things suited to their habitats?, 222-223 Investigate Lab: How will sea levels affect tigers?, 233 Changes in the Environment, 234 Plan It, 239 Changes in Environmental Conditions, 240 Quest Findings: Help the Pond Organisms Survive, 244
SC.3.7.2.E	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.	<b>SE/TE:</b> uEngineer It!: Riding Above the Lake, 14-15 Quest Findings: Hold On To Your Roof, 118 Quest Findings: Help the Pond Organisms Survive, 244

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SC.3.9	Inheritance and Variation: Life Cycles and Traits	
SC.3.9.3	Gather and analyze data to communicate an understanding of inheritance and variation of traits though life cycles and environmental influences.	
SC.3.9.3.A	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	<b>SE/TE:</b> uInvestigate Lab: How are life cycles similar and different?, 175 Life Cycles, 179 Visual Literacy Connection: How are life cycles the same?, 180-181 Patterns of Life Cycles, 182 Lesson 1 Check, 182 Topic Assessment, 204-205
SC.3.9.3.B	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.	<b>SE/TE:</b> uInvestigate Lab: How do offspring compare to their parents?, 185 Question It!, 187 uBe a Scientist: Identify Traits, 187 Traits in Similar Plants, 188 Lesson 2 Check, 189 Traits in Similar Animals, 189 Topic Assessment, 204-205 uDemonstrate Lab: How can you use evidence to support that a trait is inherited?, 208-209
SC.3.9.3.C	Use evidence to support the explanation that traits can be influenced by the environment.	<b>SE/TE:</b> uInvestigate Lab: How can the environment affect an organism?, 195 Inherited Traits and the Enviroment, 196 Environmental Factors, 197 Quest Connection, 197 Visual Literacy Connection: How can environmental factors affect organisms?, 198-199 Lesson 3 Check, 200 Sunlight and Plant Traits, 200 Topic Assessment, 204-205

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SC.3.9.3.D	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.	<b>SE/TE:</b> Differences Can Help Living Things, 221 Lesson 1 Check, 221 Evidence-Based Assessment, 248-249
SC.3.12	Weather and Climate	
SC.3.12.4	Gather and analyze data to communicate an understanding of weather and climate.	
SC.3.12.4.A	Represent data in table, pictograph, and bar graph displays to describe typical weather conditions expected during a particular season.	<b>SE/TE:</b> uInvestigate Lab: When is the air dry?, 101 Topic Assessment, 120-121 uDemonstrate Lab: What can barometric pressure tell you?, 124-125 STEM Math Connection: Draw and Analyze Graphs, 141
SC.3.12.4.B	Obtain and combine information to describe climates in different regions of the world.	<b>SE/TE:</b> Sports Connection, 132 uInvestigate Lab: How does the sun's radiation vary on Earth's surface?, 133 Climate Characteristics, 134 Latitude and Climate, 136 Quest Check-In: Moody Weather, 140 uEngineer It!: Climate Change in a Bottle, 150-151 uInvestigate Lab: How do mountains affect climate?, 153 Wet Climates, 155 World Climate Zones, 156-157 Lesson 3 Check, 158 Quest Check-In: Explore the World, 159 Quest Findings: Climates on Location, 160 Evidence-Based Assessment, 164-165



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SC.3.12.4.C	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	<b>SE/TE:</b> STEM ulnvestigate Lab: How can you stop a flood?, 111 Plan It, 113 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