

A Correlation of
Elevate Science
Grade 3, ©2019



To the
New Jersey Science Model Curriculum
Grade 3

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Introduction

The following document demonstrates how the ***Elevate Science, ©2019*** program supports the New Jersey Model Curriculum for Science. 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.

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Unit 1: Weather and Climate	
Unit Summary	
<p><i>What is the typical weather near our home? How can we protect people from weather-related hazards?</i> In this unit of study, students organize and use data to describe typical weather conditions expected during a particular season. By applying their understanding of weather-related hazards, students are able to make a claim about the merit of a design solution that reduces the impacts of such hazards. The crosscutting concepts of <i>patterns, cause and effect</i>, and the <i>influence of engineering, technology, and science on society and the natural world</i> are called out as organizing concepts for these disciplinary core ideas. Students demonstrate grade-appropriate proficiency in <i>asking questions and defining problems, analyzing and interpreting data, engaging in argument from evidence, and obtaining, evaluating, and communicating information</i>. Students are also expected to use these practices to demonstrate understanding of the core ideas. This unit is based on 3-ESS2-1, 3-ESS2-2, 3-ESS3-1, and 3-5-ETS1-1.</p>	<p>This unit is addressed in the following Topic(s) and Lesson(s) in Elevate Science, Grade 3:</p> <p>Topic 3: Weather Lesson 1: Water and Weather Lesson 2: Seasonal Weather Changes</p> <p>Topic 4: Climate Lesson 1: Climate Lesson 3: World Climates</p>
Student Learning Objectives	
<p>Develop a model using an analogy, to describe how weather and climate are related. (ESS2.D)</p>	<p>SE/TE: Literacy Connection: Compare and Contrast, Weather and Climate, 131 Interactivity, 139</p> <p>Realize™ Digital Resources: Climate>Lesson 1, Climates>Interactivity>Classifying Weather and Climate</p>

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<p>Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. (3-ESS2-1)</p>	<p>SE/TE: uInvestigate Lab: How does the amount of water change over time?, 91 uInvestigate Lab: When is the air dry?, 101 uDemonstrate Lab: What can barometric pressure tell you?, 124-125 uDemonstrate Lab: What affects the climate in a region?, 166-167</p> <p>Realize™ Digital Resources: Weather>Lesson 1, Water and Weather>Interactivity>Fog and the Water Cycle; uEngineer It! Video>Wild Weather!; Lesson 2, Seasonal Weather Changes>Video>Seasonal Weather Changes; City Weather Sheet; Interactivity>Weather in Different Seasons</p>
<p>Obtain and combine information to describe climates in different regions of the world. (3-ESS2-2)</p>	<p>SE/TE: Quest Kickoff: Climates on Location, 128-129 uInvestigate Lab: How do mountains affect climate?, 153 Quest Connection, 157 Quest Findings: Climates on Location, 160</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 Climate; Climate>Topic Close>Quest Findings>Interactivity>Climates on Location</p>

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<p>Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. (3-ESS3-1)</p>	<p>SE/TE: uEngineer It!: Wild Weather!, 98-99</p> <p>Realize™ Digital Resources: Weather>Topic Launch>STEM Quest Kickoff>Video>Hold on to Your Roof!; Weather>Lesson 3,Weather Hazards>Video>Weather Hazards; Virtual Lab>Build a Weather-Proof Home; Weather>Topic Close>STEM Quest Findings>Interactivity>Hold on to Your Roof!</p>
<p>Unit 2: Forces and Motion</p>	
<p>Unit Summary</p>	
<p><i>How do equal and unequal forces on an object affect the object?</i></p> <p>In this unit of study, students are able to determine the effects of balanced and unbalanced forces on the motion of an object. The crosscutting concepts of patterns and cause and effect are identified as organizing concepts for these disciplinary core ideas. In the third-grade performance expectations, students are expected to demonstrate grade-appropriate proficiency by planning and carrying out investigations. Students are expected to use these practices to demonstrate understanding of the core ideas.</p>	<p>This unit is addressed in the following Topic(s) and Lesson(s) in Elevate Science, Grade 3:</p> <p>Topic 1: Motion and Forces Lesson 1: Motion Lesson 2: Patterns in Motion Lesson 3: Forces and Motion Lesson 4: Balanced and Unbalanced Forces</p>

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Student Learning Objectives	
<p>Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. (3-PS2-1)</p>	<p>SE/TE: Quest Check-In: Bouncing Around Ideas, 23 Quest Check-In: Launch Your Pinball!, 32 Visual Literacy Connection: How can you move an object?, 36-37 Quest Check-In Lab: How can you control your flippers?, 40-41</p> <p>Realize™ Digital Resources: Motion and Forces>Topic Launch>Quest Kickoff>Video>Pinball Wizard!; Motion and Forces>Lesson 3, Forces and Motion>Interactivity>A Force and Motion Adventure; Virtual Lab>Use Force to Chart a Safe Course; Lesson 4,Balanced and Unbalanced Forces>Video>Balanced and Unbalanced Forces; Interactivity>Motion and Friction; Motion and Forces>Topic Close>Quest Findings>Interactivity>Pinball Wizard!</p>

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<p>Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion (3-PS2-2)</p>	<p>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 uInvestigate Lab: What makes it move?, 25 uDemonstrate Lab: Why do objects move?, 48-49</p> <p>Realize™ Digital Resources: Motion and Forces>Topic Launch>Quest Kickoff>Video>Pinball Wizard!; Motion and Forces>Lesson 1, Motion>Video>Motion; Interactivity>Observing at the Airport; Lesson 2, Pattern in Motion>Video>Patterns in Motion; Interactivity>Patterns in the Motion of Rides; Lesson 3, Forces and Motion>Interactivity>A Force and Motion Adventure; Interactivity>Contact and Non-contact Forces; Lesson 4, Balanced and Unbalanced Forces>Interactivity>Motion; Motion and Forces>Topic Close>Quest Findings>Interactivity>Pinball Wizard!</p>

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Unit 3: Electrical and Magnetic Forces	
Unit Summary	
<p><i>How can we use our understandings about magnets be used to solve problems?</i> In this unit of study, students determine the effects of balanced and unbalanced forces on the motion of an object and the cause-and-effect relationships of electrical or magnetic interactions to define a simple design problem that can be solved with magnets. The crosscutting concept of <i>cause and effect</i>, and the <i>interdependence of science, engineering, and technology</i>, and the <i>influence of engineering, technology, and science on society and the natural world</i> are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in <i>asking questions and defining problems</i>. Students are also expected to use these practices to demonstrate understanding of the core ideas. This unit is based on 3-PS2-3, 3-PS2-4, and 3-5-ETS1-1.</p>	<p>This unit is addressed in the following Topic(s) and Lesson(s) in Elevate Science, Grade 3:</p> <p>Topic 2: Electricity and Magnetism Lesson 1: Electric Forces Lesson 2: Magnetic Forces</p>

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Student Learning Objectives	
<p>Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other (3-PS2-3)</p>	<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 Quest Check-In Lab: How can magnets sort objects by weight?, 72-73 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; Lesson 2, Magnetic Forces>Video>Magnetic Forces; Virtual Lab>Make It Move!; Interactivity>Magnetism; uEngineer It! Interactivity>Magnetic Machines</p>
<p>Define a simple design problem that can be solved by applying scientific ideas about magnets.* (3-PS2-4)</p>	<p>SE/TE: 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>STEM Quest Kickoff>Video>Weigh to Go; Electricity and Magnetism>Lesson 2, Magnetic Forces>Video>Magnetic Forces; Virtual Lab>Make It Move!; Interactivity>Magnetism; uEngineer It! Interactivity>Magnetic Machines; Electricity and Magnetism>Topic Close>STEM Quest Findings>Interactivity>Weigh to Go</p>

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<p>Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. (3-5-ETS1-1)</p>	<p>SE/TE: <ul style="list-style-type: none"> uInvestigate Lab: How can you keep objects in the air?, 57 uInvestigate Lab: How can you make a magnet?, 67 Realize™ Digital Resources: Electricity and Magnetism>Lesson 1, Electric Forces>Video>Electric Forces; Lesson 2, Magnetic Forces>Video>Magnetic Forces</p>
<p>Unit 4: Traits</p>	
<p>Unit Summary</p>	
<p><i>What kinds of traits are passed on from parent to offspring? What environmental factors might influence the traits of a specific organism?</i> In this unit of study, students acquire an understanding that organisms have different inherited traits and that the environment can also affect the traits that an organism develops. The crosscutting concepts of <i>patterns</i> and <i>cause and effect</i> are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency <i>in analyzing and interpreting data, constructing explanations, and designing solutions</i>. Students are also expected to use these practices to demonstrate understanding of the core ideas. This unit is based on 3-LS3-1 and 3-LS3-2.</p>	<p>This unit is addressed in the following Topic(s) and Lesson(s) in Elevate Science, Grade 3:</p> <p>Topic 5: Life Cycles and Traits Lesson 2: Inherited Traits Lesson 3: Traits Influenced by the Environment</p> <p>Topic 6: Adaptations and Survival Lesson 3: Survival When Environments Change</p>

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<p>Student Learning Objectives</p>	
<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. (3-LS3-1)</p>	<p>SE/TE: uInvestigate Lab: How do offspring compare to their parents?, 185 Sunlight and Plant Traits, 200 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>STEM Quest Kickoff>Video>Design a Mystery Creature; Life Cycle and Traits>Lesson 2, Inherited Traits>Video>Inherited Traits; Virtual Lab>What Will It Look Like?; Interactivity>From Parents to Offspring; uEngineer It!>Video>A Fruitful Change; Life Cycles and Traits> Topic Close>STEM Quest Findings>Interactivity>Design a Mystery Creature</p>

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<p>Use evidence to support the explanation that traits can be influenced by the environment. (3-LS3-2)</p>	<p>SE/TE: uInvestigate Lab: How can the environment affect an organism?, 195 Inherited Traits and the Environment, 196 Environmental Factors, 197 Visual Literacy Connection: How can environmental factors affect organisms?, 198-199 Lesson 3 Check, 200 uInvestigate Lab: How will sea levels affect tigers?, 233</p> <p>Realize™ Digital Resources: Life Cycles and Traits> Topic Launch>STEM Quest Kickoff>Video>Design a Mystery Creature; Life Cycle and Traits>Lesson 3, Traits Influenced by the Environment>Video>Traits Influenced by the Environment; Interactivity>The Environment Affects Characteristics; Life Cycles and Traits> Topic Close>STEM Quest Findings>Interactivity>Design a Mystery Creature</p>

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Unit 5: Continuing the Cycle	
Unit Summary	
<p><i>Do all living things have the same life cycle? Are there advantages to being different?</i> In this unit of study, students develop an understanding of the similarities and differences in organisms' life cycles. In addition, students 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. The crosscutting concepts of <i>patterns</i> and <i>cause and effect</i> are called out as organizing concepts for these disciplinary core ideas. Students demonstrate grade-appropriate proficiency in <i>developing and using models and constructing explanations and designing solutions</i>. Students are also expected to use these practices to demonstrate understanding of the core ideas. This unit is based on 3-LS1-1 and 3-LS4-2.</p>	<p>This unit is addressed in the following Topic(s) and Lesson(s) in Elevate Science, Grade 3:</p> <p>Topic 5: Life Cycles and Traits Lesson 1: Life Cycles</p> <p>Topic 6: Adaptations and Survival Lesson 1: Survival of Individuals</p>
Student Learning Objectives	
<p>Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death (3-LS1-1)</p>	<p>SE/TE: uInvestigate Lab: How are life cycles similar and different?, 175 Visual Literacy Connection: How are life cycles the same?, 180-181</p> <p>Realize™ Digital Resources: Life Cycle and Traits>Lesson 1, Life Cycles>Video>Life Cycles; Life Cycle Sheet>Interactivity> Compare Life Cycles</p>

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<p>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. (3-LS4-2)</p>	<p>SE/TE: uConnect Lab: What clues do beak shapes give about birds?, 214 uInvestigate Lab: How do sea lions stay warm in cold waters?, 217 Differences Can Help Living Things, 221 Lesson 1 Check, 221 Evidence-Based Assessment, 248-249</p> <p>Realize™ Digital Resources: Adaptations and Survival>Lesson 1, Survival of Individuals>Video>Survival of Individuals; Virtual Lab>Adapting to Life Under the Sea; Interactivity>Camouflage Helps Animals</p>
<p>Unit 6: Organisms and the Environment</p>	
<p>Unit Summary</p>	
<p><i>Why don't we see alligators in the arctic?</i> In this unit of study, students develop an understanding of the idea that when the environment changes, some organisms survive and reproduce, some move to new locations, some move into the transformed environment, and some die. The crosscutting concepts of <i>cause and effect</i> and the <i>interdependence of science, engineering, and technology</i> are called out as organizing concepts for these disciplinary core ideas. Students demonstrate grade-appropriate proficiency in <i>engaging in argument from evidence</i>. Students are also expected to use this practice to demonstrate understanding of the core ideas. This unit is based on 3-LS2-1 and 3-LS4-3.</p>	<p>This unit is addressed in the following Topic(s) and Lesson(s) in Elevate Science, Grade 3:</p> <p>Topic 6: Adaptations and Survival Lesson 2: Survival of Groups</p> <p>Topic 7: Fossil Evidence Lesson 3: Living Things and Climate Change</p>

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Student Learning Objectives	
<p>Construct an argument that some animals form groups that help members survive. (3-LS2-1)</p>	<p>SE/TE: uInvestigate Lab: How do some birds fly so far?, 225 Visual Literacy Connection: Why do animals form groups?, 226-227</p> <p>Realize™ Digital Resources: Adaptation and Survival>Lesson 2, Survival of Groups>Video>Survival of Groups; Interactivity>Animal Groups; Quiz>Survival of Groups</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. (3-LS4-3)</p>	<p>SE/TE: uInvestigate Lab: How can you use evidence to infer climate change?, 279 uDemonstrate Lab: What were this organism and its environment like?, 292-293</p> <p>Realize™ Digital Resources: Adaptations and Survival>Lesson 1, Survival of Individuals>Video>Survival of Individuals; Virtual Lab>Adapting to Life Under the Sea; Interactivity>Camouflage Helps Animals</p>

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Unit 7: Using Evidence to Understand Change in Environments	
Unit Summary	
<p><i>What do fossils tell us about the organisms and the environments in which they lived?</i></p> <p>In this unit of study, students develop an understanding of the types of organisms that lived long ago and also about the nature of their environments. Students develop an understanding of the idea that when the environment changes, some organisms survive and reproduce, some move to new locations, some move into the transformed environment, and some die. The crosscutting concepts of <i>systems and system models; scale, proportion, and quantity; and the influence of engineering, technology, and science on society and the natural world</i> are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in <i>asking questions and defining problems, analyzing and interpreting data, and engaging in argument from evidence</i>. Students are also expected to use these practices to demonstrate understanding of the core ideas. This unit is based on 3-LS4-1, 3-LS4-4, and 3-5-ETS1-1.</p>	<p>This unit is addressed in the following Topic(s) and Lesson(s) in Elevate Science, Grade 3:</p> <p>Topic 5: Life Cycles and Traits Lesson 1: Life Cycles</p> <p>Topic 6: Adaptations and Survival Lesson 1: Survival of Individuals Lesson 3: Survival When Environments Change</p> <p>Topic 7: Fossil Evidence Lesson 1: Living Fossils Lesson 2: Fossils as a Record Lesson 3: Living Things and Climate Change</p>

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Student Learning Objectives	
<p>Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago (3-LS4-1)</p>	<p>SE/TE: uConnect Lab: What can a fossil tell you?, 256 uInvestigate Lab: How do minerals help form fossils?, 259 Fossil Evidence, 261 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 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; Fossil Evidence>Lesson 1, Fossils>Video>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; Fossil Evidence>Topic Close>Quest Findings>Interactivity>Written in Stone</p>

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<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.* (3-LS4-4)</p>	<p>SE/TE: 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 uInvestigate Lab: How will sea levels affect tigers?, 233 uDemonstrate Lab: How well will the rabbit survive?, 250-251</p> <p>Realize™ Digital Resources: Adaptations and Survival>Topic Launch>STEM Quest Kickoff>Video>Help the Pond Organisms Survive; Adaptations and Survival>Lesson 3, Survival When Environments Change>Video>Survival When Environments Change; Interactivity>Environmental Changes; uEngineer It!>Video>Have your fun, and be considerate too!; Adaptations and Survival>Topic Close>STEM Quest Findings>Interactivity>Help the Pond Organisms Survive</p>
<p>Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. (3-5-ETS1-1)</p>	<p>SE/TE: uEngineer It!: Have Your Fun, and Be Considerate too!, 242-243 Quest Findings: Help the Pond Organisms Survive, 244 Interactivity, 244</p> <p>Realize™ Digital Resources: Adaptations and Survival>Lesson 3, Survival When Environments Change>Video>Survival When Environments Change; Interactivity>Environmental Changes; uEngineer It!>Video>Have your fun, and be considerate too!; Adaptations and Survival>Topic Close>STEM Quest Findings>Interactivity>Help the Pond Organisms Survive</p>