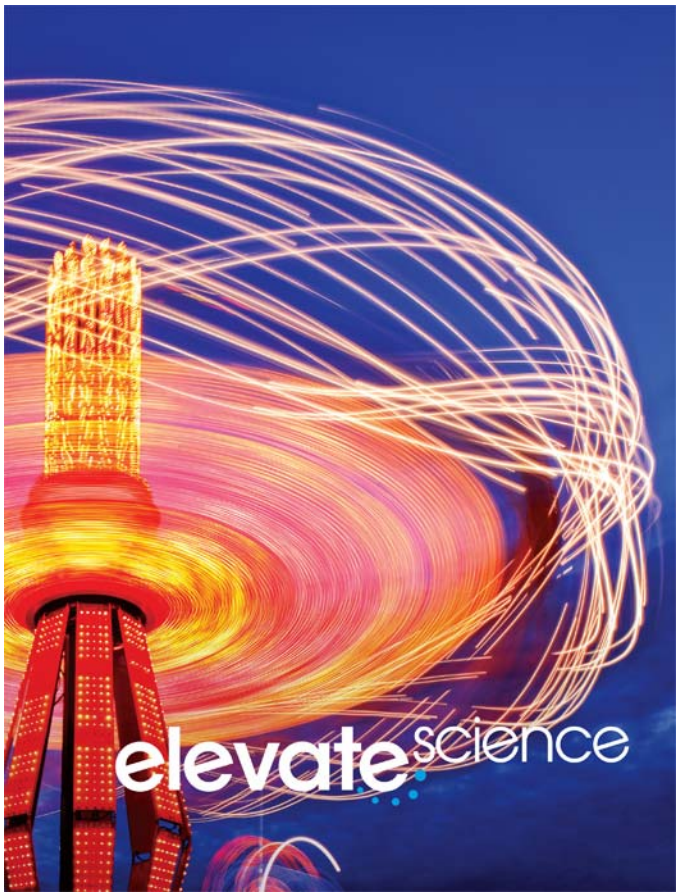
A Correlation of

Elevate Science

Grade 3, ©2019



To the

Ohio New Learning Standards Science

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Introduction

The following document demonstrates how the ***Elevate Science, ©2019*** program supports the Ohio's New Learning Standards – 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 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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Ohio's New Learning Standards - Science		Elevate Science, ©2019
ESS	Earth and Space Science	
ESS.1	Earth's Resources: This topic focuses on Earth's resources. While resources can be living and nonliving, within this strand, the emphasis is on Earth's nonliving resources, such as water, air, rock, soil and the energy resources they represent.	
ESS.1.1	Earth's nonliving resources have specific properties. Note 1: Rock classification is not the focus for this grade level; this is found in grade 6. At this grade, the actual characteristics of rocks can be used to sort or compare, rather than formal classification. Note 2: Properties of air and water have been addressed in PreK.	
ESS.1.1.a	Soil is composed of pieces of rock, organic material, water and air and has characteristics that can be measured and observed. Rocks have unique characteristics that allow them to be sorted and classified. Rocks form in different ways. Air and water are nonliving resources.	This standard is met in Grade 4, Topic 4, Earth's Features, Lesson 3.
ESS.1.2	Earth's resources can be used for energy.	
ESS.1.2.a	Many of Earth's resources can be used for the energy they contain. Renewable energy is an energy resource, such as wind, water or solar energy, that is replenished within a short amount of time by natural processes. Nonrenewable energy is an energy resource, such as coal or oil, that is a finite energy source that cannot be replenished in a short amount of time.	This standard is met in Grade 4, Topic 2, Human Uses of Energy, Lessons 1-3.
ESS.1.3	Some of Earth's resources are limited.	
ESS.1.3.a	Some of Earth's resources become limited due to overuse and/or contamination. Reducing resource use, decreasing waste and/or pollution, recycling and reusing can help conserve these resources.	This standard is met in Grade 4, Topic 2, Human Uses of Energy, Lesson 4.

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LS	Life Science	
LS.1	Behavior, Growth and Changes: This topic explores life cycles of organisms and the relationship between the natural environment and an organism's (physical and behavioral) traits, which affect its ability to survive and reproduce.	
LS.1.1	Offspring resemble their parents and each other.	
LS.1.1.a	Individual organisms inherit many traits from their parents indicating a reliable way to transfer information from one generation to the next.	**SE/TE:** STEM Connection, 184 uInvestigate Lab: How do offspring compare to their parents?, 185 Traits from Parents, 186 Question It!, 187 Traits in Similar Plants, 188 Quest Connection, 189 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
LS.1.1.b	Some behavioral traits are learned through interactions with the environment and are not inherited.	**SE/TE:** uInvestigate Lab: How do some birds fly so far?, 225 Why do animals form groups?, 226-227 Animal Groups, 228-229 Quest Check-In: Let's Get Together, 230 Solve It with Science, 231 How do animals respond to seasonal changes?, 236-237 Plants Respond to Seasonal Changes, 238-239

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LS.1.2	Individuals of the same kind differ in their traits and sometimes the differences give individuals an advantage in surviving and reproducing. Note: The focus is on the individual, not the population. Adaption is not the focus at this grade level.	
LS.1.2.a	Plants and animals have physical features that are associated with the environments where they live.	**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 Visual Literacy Connection: How do living things adapt to survive?, 218-219 Quest Connection, 220 Solve It With Science: How can a spider stay underwater all day long?, 231 Topic Assessment, 246-247 Evidence-Based Assessment, 248-249 uDemonstrate Lab: How well will the rabbit survive?, 250-251
LS.1.2.b	Plants and animals have certain physical or behavioral characteristics that improve their chances of surviving in particular environments.	**SE/TE:** 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: Design a Mystery Creature, 202 Survival in Different Habitats, 220 Differences Can Help Living Things, 221 Why do animals form groups?, 226-227 Animal groups, 228-229 Plan It!, 239 Assessment, 246-247 Evidence-Based Assessment, 248-249
LS.1.2.c	Individuals of the same kind have different characteristics that they have inherited. Sometimes these different characteristics give individuals an advantage in surviving and reproducing.	**SE/TE:** Differences Can Help Living Things, 221 Quest Check-In: How are living things suited to their habitats? 222-223

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LS.1.3	Plants and animals have life cycles that are part of their adaptations for survival in their natural environments. Note: The names of the stages within the life cycles are not the focus. Note: New organisms are produced by the old ones.	
LS.1.3.a	Over the whole earth, organisms are growing, reproducing, dying and decaying. The details of the life cycle are different for different organisms, which affects their ability to survive and reproduce in their natural environments.	**SE/TE:** uInvestigate Lab: How are life cycles similar and different?, 175 Plant Reproduction, 177 Animal Reproduction, 178 Life Cycles, 179 Visual Literacy Connection: How are life cycles the same?, 180-181 Lesson 1 Check, 182 Patterns of Life Cycles, 182 Topic Assessment, 204-205
PS	Physical Science	
PS.1	Matter and Forms of Energy: This topic focuses on the relationship between matter and energy. Matter has specific properties and is found in all substances on Earth. Heat is a familiar form of energy that can change the states of matter.	
PS.1.1	All objects and substances in the natural world are composed of matter.	
PS.1.1.a	Matter takes up space and has mass. While mass is the scientifically correct term to use in this context, the NAEP 2009 Science Framework (page 27) recommends using the more familiar term 'weight' in the elementary grades with the distinction between mass and weight being introduced at the middle school level. In Ohio, students will not be assessed on the differences between mass and weight until Grade 6.	This standard is met in Grade 2, Topic 1, Properties of Matter, Lesson 1 and Lesson 2.
PS.1.2	Matter exists in different states, each of which has different properties.	
PS.1.2.a	The most common states of matter are solids, liquids and gases.	**SE/TE:** Standard is met in Grade 2, Topic 1, Properties of Matter, Lesson 1.

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PS.1.2.b	Shape and compressibility are properties that can distinguish between the states of matter.	**SE/TE:** Standard is met in Grade 2, Topic 1, Properties, Lessons 1, 3, and 4.
PS.1.2.c	One way to change matter from one state to another is by heating or cooling.	**SE/TE:** Standard is met in Grade 2, Topic 2, Changing Matter, Lesson 2.
PS.1.3	Heat, electrical energy, light, sound and magnetic energy are forms of energy. Note: The different forms of energy that are outlined at this grade level should be limited to familiar forms of energy that a student is able to observe.	
PS.1.3.a	There are many different forms of energy. Energy is the ability to cause motion or create change.	**SE/TE:** How fast can it move?, 7 Model It!, 9 Quest Connection, 9 Changes in Speed, 12 Quest Check In Get Rolling, 13 Changing Motion, 19 Quest Connection, 19 uInvestigate Lab What Makes it move?, 25 Forces, 26 Contact Forces, 27 What are noncontact forces, 28-29 STEM uDemonstrate Lab Why do object smove?, 48-49 uConnect Lab How can you move objects without touching them?, 54-55 Attract or Repel, 59 STEM uInvestigate Lab How can you make a magnet, 67-68 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