

A Correlation of
Elevate Science
Grade 3, ©2019



To the
Oklahoma
Academic Standards for Science
Grade 3

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Introduction

The following document demonstrates how the ***Elevate Science, ©2019*** program supports the Oklahoma Academic Standards 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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3-PS2 Motion and Stability: Forces and Interactions	
<p>3-PS2-1 Plan and conduct investigations on the effects of balanced and unbalanced forces on the motion of an object. Clarification Statement Examples could include an unbalanced force on one side of a ball can make it start moving; and, balanced forces pushing on a box from opposite sides will not produce any motion at all. Assessment Boundary Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.</p>	<p>SE/TE: Quest Kickoff: Pinball Wizard!, 2-3 Quest Connection, 9 Quest Check-In: Get Rolling!, 13 Quest Check-In: Bouncing Around Ideas, 23 Equal and Opposite Forces, 30 Quest Connection, 30 Combined Forces, 31 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 Net Force, 38 Quest Connection, 38 Measuring Forces, 39 Quest Check-In Lab: How can you control your flippers?, 40-41 Quest Findings: Pinball Wizard!, 42 Topic Assessment, 44-45 uInvestigate Lab: How can you keep objects in the air?, 57 uInvestigate Lab: How can you make a magnet?, 67</p>
<p>3-PS2-2 Make observations and/or measurements of the object's motion to provide evidence that a pattern can be used to predict future motion. Clarification Statement Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a see-saw. Assessment Boundary does not include technical terms such as period and frequency.</p>	<p>SE/TE: 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 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</p>

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<p style="text-align: center;">Oklahoma Academic Standards for Science Grade 3</p>	<p style="text-align: center;">Elevate Science, ©2019 Grade 3</p>
<p>3-PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. Clarification Statement Examples of an electric force could include the force on hair from an electrically charged balloon and the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paperclips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause and effect relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force. Assessment Boundary is limited to forces produced by objects that can be manipulated by students, and electrical interactions are limited to static electricity.</p>	<p>SE/TE: Engineering Connection, 6 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 uBe a Scientist: Test Electric Charges, 62 Lesson 1 Check, 63 Curriculum Connection, 66 Magnets, 66 uInvestigate Lab: How can you make a magnet?, 67 Interactivity, 70 Quest Connection, 70 Lesson 2 Check, 71 Topic Assessment, 78-79 uDemonstrate Lab: How can you use a force?, 82-83</p>
<p>3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets. Clarification Statement Examples of problems could include constructing a latch to keep a door shut and creating a device to keep two moving objects from touching each other.</p>	<p>SE/TE: Curriculum Connection, 66 uInvestigate Lab: How can you make a magnet?, 67 Interactivity, 70 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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3-LS1 From Molecules to Organisms: Structure and Processes	
<p>3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. Clarification Statement Changes different organisms go through during their life form a pattern. Assessment Boundary Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction or microscopic organisms.</p>	<p>SE/TE: <ul style="list-style-type: none"> Investigate Lab: How are life cycles similar and different?, 175 Diversity of Living Things, 176 Plant Reproduction, 177 Animal Reproduction, 178 Life Cycles, 179 Literacy Toolbox: Use Text Features, 179 Visual Literacy Connection: How are life cycles the same?, 180-181 Lesson 1 Check, 182 Traits in Similar Animals, 189 Extreme Science: Mammal Eggs?, 191 Topic Assessment, 204-205 </p>
3-LS2 Ecosystems: Interactions, Energy, and Dynamics	
<p>3-LS2-1 Construct an argument that some animals form groups that help members survive. Clarification Statement Arguments could include examples of group behavior such as division of labor in a bee colony, flocks of birds staying together to confuse or intimidate predators, or wolves hunting in packs to more efficiently catch and kill prey.</p>	<p>Differences Can Help Living Things, 221 <ul style="list-style-type: none"> Investigate Lab: How do some birds fly so far?, 225 Visual Literacy Connection: Why do animals form groups?, 226-227 Interactivity, 228 Animal Groups, 228-229 Lesson 2 Check, 229 Quest Connection, 229 Quest Check-In: Let's Get Together, 230 Quest Findings: Help the Pond Organisms Survive, 244 Topic Assessment, 246-247 </p>

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3-LS3 Heredity: Inheritance and Variation of Traits	
<p>3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. Clarification Statement Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans. Assessment Boundary does not include genetic mechanisms of inheritance and prediction of traits.</p>	<p>SE/TE: STEM Connection, 184 uInvestigate Lab: How do offspring compare to their parents?, 185 Traits from Parents, 186 Traits of Parents and Offspring, 187 uBe a Scientist: Identify Traits, 187 Question It!, 187 Traits in Similar Plants, 188 Interactivity, 189 Lesson 2 Check, 189 Quest Connection, 189 Traits in Similar Animals, 189 Sunlight and Plant Traits, 200 Topic Assessment, 204-205 uDemonstrate Lab: How can you use evidence to support that a trait is inherited?, 208-209</p>
<p>3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment. Clarification Statement Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; a pet dog that is given too much food and little exercise may become overweight; and animals who teach their offspring skills like hunting.</p>	<p>SE/TE: Video, 194 uInvestigate Lab: How can the environment affect an organism?, 195 Inherited Traits and the Environment, 196 Environmental Factors, 197 Quest Connection, 197 Visual Literacy Connection: How can environmental factors affect organisms?, 198-199 Lesson 3 Check, 200 Topic Assessment, 204-205</p>

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3-LS4 Biological Unity and Diversity	
<p>3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. Clarification Statement Examples of data could include type, size, and distributions of fossil organisms. Examples of fossils and environments could include marine fossils found on dry land, tropical plant fossils found in Arctic areas, and fossils of extinct organisms. Assessment Boundary does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.</p>	<p>SE/TE: Topic 7 Opener: Fossil Evidence, 252-253 Quest Kickoff: Written in Stone, 254-255 uConnect Lab: What can a fossil tell you?, 256 uInvestigate Lab: How do minerals help form fossils?, 259 Kinds of Fossils, 260 Fossil Evidence, 261 Quest Connection, 261 Fossils in Sap and Ice, 264 Question It!, 264 Fossils in Tar, 265 Lesson 1 Check In, 265 Quest Check-In: Plant, Animal, or Trace?, 266 uInvestigate Lab: What can fossil footprints tell you about an animal?, 269 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</p>
<p>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 and reproducing. Clarification Statement Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.</p>	<p>SE/TE: Diversity of Living Things, 176 Lesson 1 Check, 182 Inherited Traits and the Environment, 196 Environmental Factors, 197 Quest Connection, 197 Visual Literacy Connection: How can environmental factors affect organisms?, 198-199 Lesson 3 Check, 200 Visual Literacy Connection: How o living things adapt to survive?, 218-219 Differences Can Help Living Things, 221 Lesson 1 Check, 221 How can a spider stay underwater all day long?, 231</p>

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<p>3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. Clarification Statement Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.</p>	<p>SE/TE: Visual Literacy Connection: How do living things adapt to survive?, 218-219 Survival in Different Habitats, 220 Lesson 1 Check, 221 Quest Check-In: A Changing Pond Environment, 240 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>3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. Clarification Statement Examples of environmental changes could include changes in land characteristics, water distribution, temperature, food, and other organisms. Assessment Boundary is limited to a single environmental change. Assessment does not include the greenhouse effect or climate change.</p>	<p>SE/TE: Differences Can Help Living Things, 221 Animal Groups, 228-229 STEM Connection, 232 uInvestigate Lab: How will sea levels affect tigers?, 233 Changes in the Environment, 234 Science Toolbox: Argue Using Evidence, 234 Changes in Environmental Conditions, 240 Quest Check-In: A Changing Pond Environment, 241</p>
3-ESS2 Earth's Systems	
<p>3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. Clarification Statement Examples of data at this grade level could include average temperature, precipitation, and wind direction. Assessment Boundary of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change.</p>	<p>SE/TE: uInvestigate Lab: How does the amount of water change over time?, 91 STEM Connection, 100 uInvestigate Lab: When is the air dry?, 101 Weather and Seasons, 102 Simple Weather Instruments, 106 Lesson 2 Check, 107 Extreme Science: Weather Whiplash, 109 Topic Assessment, 120-121 Quest Kickoff: Climates on Location, 128-129 Quest Check-In: Moody Weather, 140 Quest Findings: Climates on Location, 160 uDemonstrate Lab: What affects the climate in a region?, 166-167</p>

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3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.	<p>SE/TE: Math Toolbox: Average Temperature, 103 Topic Assessment, 120-121 Quest Kickoff: Climates on Location, 128-129 Sports Connection, 132 Climate Characteristics, 134 Latitude and Climate, 136 Lesson 1 Check, 139 Quest Check-In: Moody Weather, 140 uBe a Scientist: Climate Change, 146 uEngineer It!: Climate Change in a Bottle, 150-151 Dry Climates, 154 Earth’s Climates, 154 Wet Climates, 155 World Climate Zones, 156 Quest Connection, 157 Lesson 3 Check, 158 Quest Check-In: Explore the World, 159 Quest Findings: Climates on Location, 160 Topic Assessment, 162-163 Evidence-Based Assessment, 164-165</p>
3-ESS3 Earth and Human Activity	
3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. Clarification Statement Examples of design solutions to weather-related hazards could include barriers to prevent flooding, wind resistant roofs, tornado shelters and lightning rods.	<p>SE/TE: uEngineer It!: Wild Weather!, 98-99 Quest Connection, 102 STEM Connection, 110 STEM ulnvestigate Lab: How can you stop a flood?, 111 Quest Connection, 112 Storms, 112 Plan It!, 113 Reduce the Impact, 113 Thunderstorms and Tornadoes, 114 Lesson 3 Check, 115 STEM Check-In Lab: How can a roof be improved?, 116-117 Quest Findings: STEM Hold on to your roof!, 118 Topic Assessment, 120-121</p>