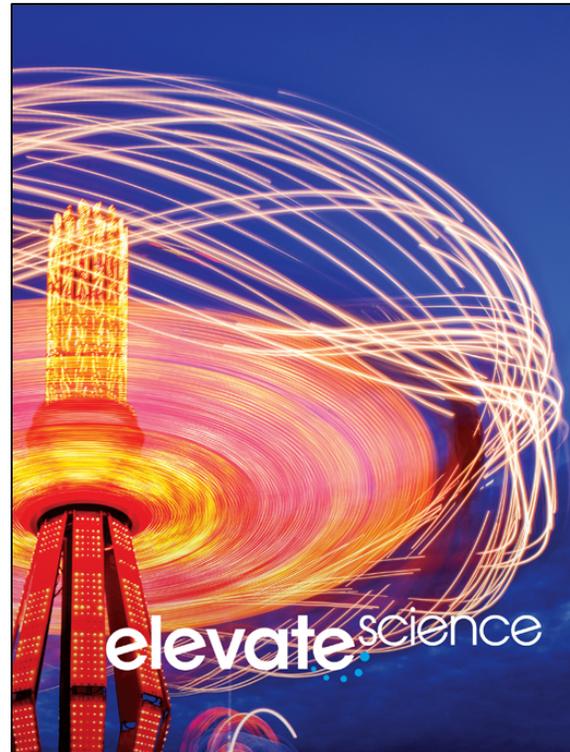


**A Correlation of**  
**Elevate Science**  
**Grade 3, ©2019**



**To the**  
**Loudoun County Public Schools**  
**Grade 3 Rubric**

## LCPS Grade Three Rubric

**Publisher: Savvas Learning Company, LLC**

**Text: Elevate Science, Grade 3**

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**Contact: Mark Welsh, VP Proposal Services**

**Phone#: (201) 236-7000**

**E-mail: mark.welsh@savvas.com**

In grades third through fifth, students will develop and apply more sophisticated skills in posing questions and predicting outcomes, planning and conducting simple investigations, collecting and analyzing data, constructing explanations, and communicating information about the natural world. Students continue to use the engineering design process to apply their scientific knowledge to solve problems. Mathematics and computational thinking gain importance as students advance in their scientific thinking. Technologies and scientific tools are used when appropriate and feasible. Mathematics, computational thinking, and experience in the engineering design process are essential as students advance in their scientific thinking.

### Resources Meet the LCPS Science Philosophy and Practice

Criteria	<b>Correlation: Must address the identified need. When appropriate, provide examples in the resource. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)</b>
Instructional resources should develop students' ability to know, use, and interpret scientific explanations of the natural world; including developing and using models.	<p><i>Elevate Science</i> requires students to engage in scientific inquiry as they engage, think, investigate, and interact with natural phenomena through a variety of investigations designed to integrate elements of three-dimensional learning, such as developing and using models, interpreting and analyzing data, research activities, problem-based exercises and more. Organized by thematic topic, students “experience” science through a variety of scaffolded hands-on, inquiry activities designed to build their understanding of science concepts as they create explanations to explain phenomena about their natural world.</p> <p><b>For examples, please see the following:</b>  <b>ATE:</b>                      STEM uInvestigate Lab: How can you hold up an object?, 35                      uInvestigate Lab: How are life cycles similar and different?, 175                      uConnect Lab: What clues do beak shapes give about birds?, 214</p>

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<p>Instructional resources should develop students' ability to generate and evaluate scientific evidence and explanations; including developing and using models.</p>	<p><i>Elevate Science</i> is designed to facilitate the development of students' ability to generate and evaluate scientific evidence and explanations through activities that integrate elements of three-dimensional learning, such as analyzing and interpreting data, constructing explanations and designing solutions, developing and using models, and more. The Quest problem-based learning scenario provides a context for student learning and affords them the opportunity to develop models, generate data, and gather evidence to support their explanations of scientific phenomena.</p> <p><b>For examples, please see the following:</b> <b>ATE:</b> STEM Quest Check-In Lab: How can a roof be improved?, 116-117 uEngineer It! Model STEM: Climate Change in a Bottle, 150-151 uInvestigate Lab: How do mountains affect climate?, 153</p>
<p>Instructional resources should develop students' ability to understand the nature and development of scientific knowledge; When appropriate, instructional resources present multiple scientific perspectives and interpretations of scientific ideas as a representation of how science develops understanding of the natural world.</p>	<p>A variety of student-centered activities are incorporated in each topic to provide students with multiple perspectives on a theme. Science is presented as a 'quest' to discover knowledge and uncover new ideas, and not presented as a collection of facts to memorize. Students are encouraged to be active participants in their learning as they find solutions to real-world problems and participate in their learning 'adventure'.</p>

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<p>Instructional resources should develop students' ability to participate productively in scientific practices and discourse.</p>	<p><i>Elevate Science</i> includes a variety of program resources that assist students in developing the ability to participate in scientific discourse and engage in the scientific practices. Each topic opens with an image where students discuss the phenomenon presented and generate questions they would like to explore and learn more about. In-text features in every lesson include prompts like 'Explain', 'Tell', and 'Compare your results with others' for students to share their thinking. Along with teacher edition notes, students are encouraged to engage in conversations about what they think and what they know. The topic activities are built around the application of scientific practices. Students plan and conduct investigations, and interpret and analyze data gathered in the execution of their experiments. They develop and use models to explain the key concepts and use the text (both print and digital) as a method for obtaining and communicating information. Specific features like the Visual Literacy Connections (grades 3-5), the Literacy Connections (K-5), and the Quests (K-8) actively promote the development of the practices through the context of the topic's phenomenon.</p> <p><b>For examples, please see the following:</b>  <b>ATE:</b>          Quest: Written in Stone, 254-255          Literacy Connection: Use Evidence from Text, 257          Visual Literacy Connection: How does a fossil form?, 262-263</p>
<p>Instructional resources reflect current best practices in the field of science instruction (pedagogy).</p>	<p>Students and teachers will benefit from Savvas' (formerly Pearson) experience in developing instructional materials informed by a strong research base. Savvas is the only major publisher that consistently invests in outside validation studies that meet the rigorous criteria of the What Works Clearinghouse. A research team, including educational research methodologists, has been working with Savvas for eight years to integrate scientific research practices into the development of our curricula.</p> <p>In <i>Elevate Science</i>, that research is represented in the topic organization which is built around problem-based learning scenarios called Quests. These PBLs provide context for student learning and actively engages the learner in finding solutions to the presented real-world topic challenge. To support engagement and address multiple learning modalities, the digital platform hosts a variety of interactive multimedia resources (video, simulations, interactivities, virtual labs) that further student understanding of the core science concepts. These resources reflect the best practices in elementary science instruction, utilizing a blend of print and digital media for student learning.</p>

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<p>Materials consistently provide development and application of concepts and scientific practices through the exploration and use of appropriate technologies.</p>	<p>Flexible classroom management tools within the digital platform provide freedom and control to use a digital, print, or blended format. The inquiry activities in <i>Elevate Science</i> are designed to engage students in hands-on science—making observations, planning investigations, designing solutions and analyzing evidence. Students work like scientists and engineers to understand authentic, real-world phenomena through a variety of lab experiences designed for specific learning objectives. The digital platform provides powerful data gathering interactive experiences to engage students in the exploration of the science concepts. These resources can be used for personalizing learning through data-driven instruction. The assessment resources include technology-enhanced items that allow students to develop and apply concepts and scientific practices and experience next generation assessment formats.</p>
<p>Resource provides opportunities to engage in a meaningful scientific investigation of a watershed (stream or bay) as defined by the Virginia Department of Education (<a href="#">MWEE</a>)</p>	<p><i>Elevate Science</i> provides opportunities for students to engage in the types of investigative essential experiences as described by the Chesapeake MWEE. The student investigations promote active, student-focused questioning, the collection and analysis of self-generated data, and gets them involved in going out-of-doors to explore the natural environment. In several topics in each grade, the Quest real-world problem reflects an environmental theme and encourages students to be active in the promotion of community-based solutions.</p> <p><b>For examples, please see the following:</b> <b>ATE:</b> Water on Earth, 92 Weather/Bodies of Water, 96 Topic 6 Quest: Help the Pond Organisms Survive, 212-213</p>

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<p>Resource provides opportunities for students to engage in computational thinking by solving problems that logically organize and classify data and use a series of steps (algorithms).</p>	<p><i>Elevate Science</i> puts students on a path toward success in science learning by making science relevant and meaningful for today’s students and teaching them to work similarly to actual scientists and engineers to understand real-world phenomena. Scientific inquiry, investigating phenomena, computational thinking, problem-solving and analysis and application of core concepts are emphasized as a goal for all students.</p> <p>In many of the investigations where students are gathering data, they engage in grade appropriate computational thinking exercises as a way to help interpret and analyze the data they have generated. Topics include Math toolboxes and Math Connection features that highlight opportunities for students to connect their science learning with mathematical practice.</p> <p><b>For examples, please see the following:</b>  <b>ATE:</b>          Math Toolbox, 18          STEM Math Connection: Multiply and Divide, 33          STEM Math Connection: Draw and Analyze Graphs, 141</p>
<p>Resources provide opportunities for students to use technology to learn science content and science process skills.</p>	<p>Our innovative technology-enhanced items, performance-based assessments, and adaptive learning programs help measure and build key 21st-century skills in learners of all abilities—including the elements of conceptual understanding, basic and procedural skills, and problem solving. Virtual labs, interactive simulations and videos, along with an interactive student e-text all provide opportunities for students to use technology to learn and practice science concepts and skills.</p> <p><b>For examples, please see the following:</b>  <b>CT: Realize™ Digital Resources:</b>  <b>Life Cycles and Traits</b>          &gt;Lesson 2, Inherited Traits&gt;Video: Inherited Traits          &gt;Lesson 2, Inherited Traits&gt;Interactivity: From Parents to Offspring          &gt;Lesson 2, Inherited Traits&gt;Virtual Lab: What will it look like?</p>

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Resources provide opportunities for students to explore advances in technology and scientific discovery that have occurred since your last publication date.

The intuitive digital path is more than an ancillary to *Elevate Science*; it is a vital component of our approach to learning that places the student at the center of the process of discovery. The digital path enables students to explore science in a way that emphasizes their own quest for knowledge and creativity in exploring and organizing the material and explore advances in technology and scientific discovery that develop beyond publication of printed materials. uEngineer It! investigations and STEM activities encourage students to research and make use of current advances in science and apply those to their Quest solutions.

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<b>Resources Support the LCPS Mission, Core Beliefs and Strategic Goals</b> <a href="https://bit.ly/2VV3IDB">https://bit.ly/2VV3IDB</a>	
<b>Criteria</b>	<b>Correlation: Must address the identified need. When appropriate, provide examples in the resource. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)</b>
<p>Instructional resources support the potential for integration into Project-Based Learning (PBL).</p>	<p>Phenomena-Based Quests: Each topic engages students with a phenomena-based learning scenario called a ‘Quest’. The Quest contains a real-world problem for them to solve as they explore the science concept and develop the necessary science inquiry skills. An Essential Question opens the topic and puts students on that path toward mastering the topic content. Students investigate the phenomena and use their experiences, e-text photos, diagrams, and other visual elements to apply them to the concepts they are learning. The scaffolded labs throughout the topic introduce core ideas in context as students ‘experience’ science while they gain new knowledge in the hands-on setting.</p> <p><b>For examples, please see the following:</b>  <b>ATE:</b>                      Topic 1 Quest Kickoff: Pinball Wizard, 2-3                      Topic 2 Quest Kickoff: Weigh to Go, 52-53                      Topic 3 Quest Kickoff: Hold on to Your Roof!, 86-87                      Topic 4 Quest Kickoff: Climates on Location, 128-129                      Topic 5 Quest Kickoff: Design a Mystery Creature, 170-171                      Topic 6 Quest Kickoff: Help the Pond Organisms Survive, 212-213                      Topic 7 Quest Kickoff: Written in Stone, 254-255</p>
<p>Instructional resources provide opportunities for Personalized Learning and the exercise of student voice and choice.</p>	<p><b><i>Elevate Science</i></b> offers comprehensive differentiation instruction and intervention support to address the needs of all learners—whether they are struggling, on-level, or advanced learners. This support provides system-driven opportunities to personalize learning for students and a library of resources to support the teacher in personalizing instruction and allowing students to exercise their voice and choice. Teachers can individualize the instruction by assigning different resources to either individual students or group of students. Many of the uInvestigate activities give students the opportunity to develop their own plans to investigate the lesson question.</p>

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<p>Instructional resources include grade level performance assessments that are formative and summative.</p>	<p>Learning outcomes are at the heart of each assessment we create, including those in our science textbooks. Our innovative technology-enhanced items, performance-based formative and summative assessments, and adaptive learning programs help measure and build key 21st-century skills in learners of all abilities—including the elements of conceptual understanding, basic and procedural skills, and problem solving. In print assessments includes lesson checks, investigation checks, and end-of-topic assessments. There are two types of performance assessments at the end of each topic- the Evidence-based assessment and the uDemonstrate investigation. Both of these assessments require students to demonstrate understating of topic concepts through its application in a new setting.</p> <p><b>For examples, please see the following:</b>  <b>ATE:</b>  Evidence-Based Assessment, 164-165  uDemonstrate Lab: What affects the climate in a region?, 166-167</p>
<p>Instructional resources support individual, small group, and whole class learning opportunities and collaboration.</p>	<p><i>Elevate Science</i> provides opportunities for students to work individually, in small, cooperative groups and engage in science and engineering practices as a whole class. The Teacher Edition provides suggested grouping guidelines for the different hands-on activities, and other student interactions. The digital platform allows for group collaboration and the sharing of ideas through the Google integration tools.</p>
<p>Instructional resources consistently include content promoting use of critical thinking skills and problem-solving approaches and provide opportunities for students to use critical thinking skills and problem solving through a process of sustained inquiry.</p>	<p><i>Elevate Science</i> includes a variety of opportunities for students to practice and demonstrate critical-thinking and problem-solving skills. The uEngineer It activities highlight open-ended problem solving. The digital interactives encourage critical-thinking and analysis. The performance-based tasks, research projects, inquiry investigations, labs, open-ended response questions, multiple choice questions, drag-and-drop questions, and other content that provides opportunities for students to use critical thinking and problem solving through a process of sustained inquiry.</p>

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<p>Materials consistently promote the introduction of concepts through concrete experiences.</p>	<p><i>Elevate Science</i> is designed for students to ‘experience’ science and not just read about it. Every lesson begins with the hands-on activity called uInvestigate, giving them concrete experiences to engage their minds and make science real. Up-to-date, accurate, themed topics are used to build knowledge in each unit, emphasizing the common characteristics of a unifying, relevant concept and promoting in-depth understanding through daily lessons.</p> <p><b>For examples, please see the following:</b>  <b>ATE:</b>  uConnect Lab: How do things move?, 4  uInvestigate Lab: How can you describe the motion of an object?, 17  STEM uInvestigate Lab: How can you hold up an object?, 35</p>
<p>Instructional resources provide opportunities for students to apply learning in real-world situations.</p>	<p>The Quest challenge uses real-world challenges to set a context for student learning. Visual analogies connect difficult concepts to real world issues to help students better understand the concepts presented.</p> <p><b>For examples, please see the following:</b>  <b>ATE:</b>  Topic 2 Quest Kickoff: Weigh to Go, 52-53  Quest Check-In: Changing the Electric Force, 64  STEM Quest Check-In Lab: How can magnets sort objects by weight?, 72-73  Quest Findings: Weigh to Go, 76</p>
<p>Materials consistently provide the appropriate level of abstraction and appropriate practical/real-life examples.</p>	<p>A rigorous curriculum offers students equal opportunities to develop understanding, practice key concepts and skills, and apply these concepts and skills in real-world or abstract situations. <i>Elevate Science</i> includes engaging real-life visuals, a write-in student text with practical examples and a consistent organization that aids student learning.</p>
<p>Materials consistently provide sufficient, grade-level appropriate examples of applications of concepts to promote depth of understanding.</p>	<p>Materials present current, scientifically accurate, and grade-appropriate scientific information, phenomena, and representations. Outside fact-checkers verify data used and authenticity of identified facts. A full research bibliography is available showing the research reviewed and sources cited that informed development of <i>Elevate Science</i>.</p>

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<b>Resources are Inclusive, Accessible, Culturally Responsive, and Free of Bias</b>
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<b>Criteria</b>	<b>Correlation: Must address the identified need. When appropriate, provide examples in the resource. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)</b>
<p>Instructional resources represent women, people of different ages, religious, ethnic and racial minorities and persons with disabilities in many different environments and occupations, and in the roles of current science career fields.</p>	<p>Savvas systematically develops its educational products and vets its partnership products by implementing criteria and standards that reflect multiethnic, multiracial, and multicultural perspectives. Over the years, we have worked with numerous experts and consultants from universities and other educational institutions to provide a broad perspective in our educational materials.</p> <p>While creating high-quality educational content, our standards are aimed at the following:</p> <ul style="list-style-type: none"> <li>▪ Integrating multicultural experiences into program content so students see themselves as part of what is valued in the school’s curriculum</li> <li>▪ Fostering self-esteem for greater academic achievement</li> <li>▪ Empowering students to act effectively in a democratic society and reach their full potential</li> <li>▪ Reducing prejudice by showing multicultural friendships and people from different backgrounds, working, playing, and living together</li> </ul> <p>Our educational materials consider the needs of all students and are designed to provide a fair, balanced representation of various cultural groups and members, including racial, ethnic and religious groups; males and females; older people; and people with disabilities.</p> <p><b>For examples, please see the following:</b>  <b>ATE:</b>            Quest Kickoff: Pinball Wizard, 2            Quest Kickoff: Help the Pond Organisms Survive, 212            Career Connection: Conservation Biologist, 245</p>

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<p>Instructional resources are free from stereotypes which assign a rigid set of characteristics to all members of a group.</p>	<p><i><b>Elevate Science</b></i> considers the needs of all students, is free from stereotypes, and is designed to provide a fair, balanced representation of various cultural groups and members, including racial, ethnic and religious groups; males and females; older people; and people with disabilities.</p>
<p>Instructional resources provide teachers with strategies for meeting the needs of Advanced Learners, English Learners and Special Education students.</p>	<p><i><b>Elevate Science</b></i> instructional materials provide LCPS teachers with research-based social and emotional learning curriculum and materials for all learners, including students who receive special education services and students who receive gifted and talented services. Instructional materials also provide differentiating instruction based on diverse learners (i.e., sections provide scaffolds for ELLs and students with disabilities, teacher guidance in the introductory section, etc.) and scaffolded tools for remediation (for example, appendix resources for writing and editing, teacher guidance for assigning reading, etc.).</p> <p><b>For examples, please see the following:</b>  <b>ATE:</b>          Differentiated Instruction, 5          ELD Support: Speaking, 16          ELD Support: Writing, 100</p>
<p>Instructional resources include accessibility features and tools for Advanced Learners, English Learners and Special Education students.</p>	<p>Instructional materials provide LCPS students with research-based social and emotional learning curriculum and materials for all learners, including students who receive special education services and students who receive gifted and talented services. Instructional materials also provide differentiating instruction based on diverse learners (i.e., sections provide scaffolds for ELLs and students with disabilities, teacher guidance in the introductory section, etc.) and scaffolded tools for remediation (for example, appendix resources for writing and editing, teacher guidance for assigning reading, etc.).</p> <p><b>For examples, please see the following:</b>  <b>CT: Realize™ Digital Resources:</b>  <b>Motion and Forces</b>          &gt;Lesson 1, Motion&gt;Interactivity: Observing at the Airport          &gt;Lesson 1, Motion&gt;uEngineer It! Interactivity: Buckle Up!          &gt;Lesson 3, Forces and Motion&gt;Virtual Lab: Use Force to Chart a Safe Course</p>

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<p>Instructional resources include Tier 2 and Tier 3 vocabulary necessary to support English Learners and Special Education students.</p>	<p>LCPS can be confident in high-quality instructional materials and services that are developed for quality, efficacy, and usability, and are based on critical foundational research and proven classroom results. <i>Elevate Science</i> was developed to meet the needs of a diverse, high-need student population, including economically disadvantaged students, underrepresented racial/ethnic groups, and large populations of ELLs.</p>
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<b>2018 Grade Three Science Standards of Learning</b>	
<b>STANDARD</b>	<b>Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)</b>
<p>3.2 The student will investigate and understand that the direction and size of force affects the motion of an object. Key ideas include</p>	
<p>a) multiple forces may act on an object;</p>	<p><b>ATE:</b>                      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                      Combined Forces, 31</p> <p><b>CT:</b>  <b>Realize™ Digital Resources:</b>  <b>Motion and Forces</b>                      &gt;Lesson 3, Forces and Motion&gt;Interactivity: A Force and Motion Adventure                      &gt;Lesson 4, Balanced and Unbalanced Forces&gt;Interactivity: Motion</p>
<p>b) the net force on an object determines how an object moves;</p>	<p><b>ATE:</b>                      Net Force, 38</p> <p><b>CT:</b>  <b>Realize™ Digital Resources:</b>  <b>Motion and Forces</b>                      &gt;Lesson 4, Balanced and Unbalanced Forces&gt;Quiz: Balanced and Unbalanced Force</p>

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<p>c) simple machines increase or change the direction of a force; and</p>	<p>Supporting Content: <b>ATE:</b> Quest Check-In: Launch Your Pinball!, 32 STEM Math Connection: Multiply and Divide, 33 Visual Literacy Connection: How can; you move an object?, 36-37 STEM Quest Check-In Lab: How can; you control your flippers?, 40-41 Quest Findings: Pinball Wizard!, 42 STEM uDemonstrate Lab: Why do objects move?, 48-49</p>
<p>d) simple and compound machines have many applications.</p>	<p>Supporting Content: <b>ATE:</b> STEM Math Connection: Multiply and Divide, 33 Visual Literacy Connection: How can; you move an object?, 36-37 STEM uDemonstrate Lab: Why do objects move?, 48-49</p>

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3.3 The student will investigate and understand how materials interact with water. Key ideas include	
a) solids and liquids mix with water in different ways; and	Please see <i>Elevate Science</i> Grade 5, Topic 2: Changes in Matter, Lesson 4: Mixtures and Solutions
b) many solids dissolve more easily in hot water than in cold water.	Please see <i>Elevate Science</i> Grade 5, Topic 2: Changes in Matter, Lesson 4: Mixtures and Solutions

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<p>3.4 The student will investigate and understand that adaptations allow organisms to satisfy life needs and respond to the environment. Key ideas include</p>	
<p>a) populations may adapt over time;</p>	<p><b>ATE:</b>                      Environmental Factors, 197                      Investigate 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                      Changes in the Environment, 234</p> <p><b>CT:</b>  <b>Realize™ Digital Resources:</b>  <b>Adaptations and Survival</b>                      Lesson 1, Survival of Individuals&gt;Video: Survival of Individuals</p>

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<p>b) adaptations may be behavioral or physical; and</p>	<p><b>ATE:</b>  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  Survival in Different Habitats, 220  Visual Literacy Connection: Why do animals form groups?, 226-227  Animal Groups, 228-229</p> <p><b>CT:</b>  <b>Realize™ Digital Resources:</b>  <b>Adaptations and Survival</b>  Lesson 1, Survival of Individuals&gt;Interactivity: Camouflage Helps Animals  Lesson 2, Survival of Groups&gt;Interactivity: Animal Groups: Adaptation and Survival</p>
<p>c) fossils provide evidence about the types of organisms that lived long ago as well as the nature of their environments.</p>	<p><b>ATE:</b>  uConnect Lab: What can a fossil tell you?, 256  Fossil Evidence, 261  uInvestigate Lab: What can fossil footprints tell you about an animal?, 269  Clues from Fossils, 270  The Fossil Record, 271  Changes over Time, 280-281</p> <p><b>CT:</b>  <b>Realize™ Digital Resources:</b>  <b>Fossil Evidence</b>  &gt;Lesson 2, Fossils as a Record&gt;Video: Fossils as a Record  &gt;Lesson 3, Living Things and Climate Change&gt;Interactivity: Piecing Together the Past</p>

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<p>3.5 The student will investigate and understand that aquatic and terrestrial ecosystems support a diversity of organisms. Key ideas include</p>	
<p>a) ecosystems are made of living and nonliving components of the environment; and</p>	<p><b>ATE:</b>                      Dry Climates, 154                      Sunlight and Plant Traits, 200                      uInvestigate Lab: How do sea lions stay warm in cold waters?, 217                      Survival in Different Habitats, 220                      Quest Check-In: Let’s Get Together, 230                      Quest Findings: Help the Pond Organisms Survive, 244</p> <p><b>CT:</b>  <b>Realize™ Digital Resources:</b>  <b>Adaptations and Survival</b>                      &gt;Lesson 1, Survival of Individuals&gt;Video: Survival of Individuals;&gt;Virtual Lab: Adapting to Life Under the Sea</p>

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<p>b) relationships exist among organisms in an ecosystem.</p>	<p><b>ATE:</b> 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 Changes in the Environment, 234 Case Study: Denali National Park, 235</p> <p><b>CT:</b> <b>Realize™ Digital Resources:</b> <b>Fossil Evidence</b> &gt;Lesson 2, Survival of Groups&gt;Interactivity: Animal Groups: Adaptation and Survival &gt;Lesson 3, Survival When Environments Change&gt;Interactivity: Bear Adaptations</p>
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3.6 The student will investigate and understand that soil is important in ecosystems. Key ideas include	
a) soil, with its different components, is important to organisms; and	Please see <i>Elevate Science</i> Grade 2, Topic 5: Plants and Animals, Lesson 1: Plant and Animal Life Cycles. Also see <i>Elevate Science</i> Grade 4, Topic 4: Earth’s Features, Lesson 3: Rocks, Minerals and Soil and <i>Elevate Science</i> Grade 5, Topic 8: Energy and Food, Lesson 2: How Plants Make Food.
b) soil provides support and nutrients necessary for plant growth.	Please see <i>Elevate Science</i> Grade 2, Topic 5: Plants and Animals, Lesson 1: Plant and Animal Life Cycles. Also see <i>Elevate Science</i> Grade 5, Topic 8: Energy and Food, Lesson 2: How Plants Make Food; and Topic 5: Human Impacts on Earth’s Systems, Lesson 1: Earth’s Natural Resources.

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3.7 The student will investigate and understand that there is a water cycle and water is important to life on Earth. Key ideas include	
a) there are many reservoirs of water on Earth;	<p>Supporting Content:  <b>ATE:</b>                      Water on Earth, 92                      Weather, 96                      Quest Findings: Help the Pond Organisms Survive, 244</p> <p>Please see also <i>Elevate Science</i> Grade 2, Topic 3: Earth’s Water and Land, Lesson 2: Water on Earth</p>
b) the energy from the sun drives the water cycle; and	<p>Supporting Content:  <b>ATE:</b>                      Water Cycle, 93                      The Sun and Climate, 135</p> <p><b>CT:</b>  <b>Realize™ Digital Resources:</b>  <b>Weather</b>                      &gt;Lesson 1, Water and Weather&gt;Interactivity: Fog and the Water Cycle  <b>Climate</b>                      &gt;Lesson 1, Climates&gt;Video: Climates</p>

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<p>c) the water cycle involves specific processes.</p>	<p><b>ATE:</b> Water Cycle, 93 Visual Literacy Connection: How does precipitation form?, 94-95</p> <p><b>CT:</b> <b>Realize™ Digital Resources:</b> <b>Weather</b> &gt;Lesson 1, Water and Weather&gt;Video: Water and Weather;&gt;Interactivity: Fog and the Water Cycle</p>
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<b>2018 Grade Three Science Standards of Learning</b>	
<b>STANDARD</b>	<b>Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)</b>
3.8 The student will investigate and understand that natural events and humans influence ecosystems. Key ideas include	
a) human activity affects the quality of air, water, and habitats;	<b>ATE:</b> STEM Connection, 232 Changes in Environmental Conditions, 240 Quest Check-In: A Changing Pond Environment, 241 uEngineer It! Have Your Fun, and Be Considerate Too!, 242-243 Quest Findings: Help the Pond Organisms Survive, 244 Career Connection: Conservation Biologist, 245
b) water is limited and needs to be conserved;	Please see <i>Elevate Science</i> Grade 5, Topic 4: Earth’s Water, Lesson 2: Earth’s Freshwater. Also see <i>Elevate Science</i> Grade 5, Topic 5: Human Impacts on Earth’s Surface, Lesson 1: Earth’s Natural Resources and Lesson 4: Protection of Earth’s Resources and Environments.

### LCPS Grade Three Rubric

<p>c) fire, flood, disease, and erosion affect ecosystems; and</p>	<p><b>ATE:</b>            STEM uInvestigate Lab: How can you stop a flood?, 111            Storms, 112            uInvestigate Lab: How will sea levels affect tigers?, 233            Changes in the Environment, 234            Changes in Environmental Conditions, 240</p> <p><b>CT:</b>  <b>Realize™ Digital Resources:</b>  <b>Weather</b>            &gt;Lesson 3, Weather Hazards&gt;Interactivity: Severe Weather</p>
<p>d) soil is a natural resource and should be conserved.</p>	<p>Please see <i>Elevate Science</i> Grade 5, Topic 5: Human Impacts on Earth’s Surface, Lesson 1: Earth’s Natural Resources, and Lesson 4: Protecting Earth’s Resources and Environments.</p>