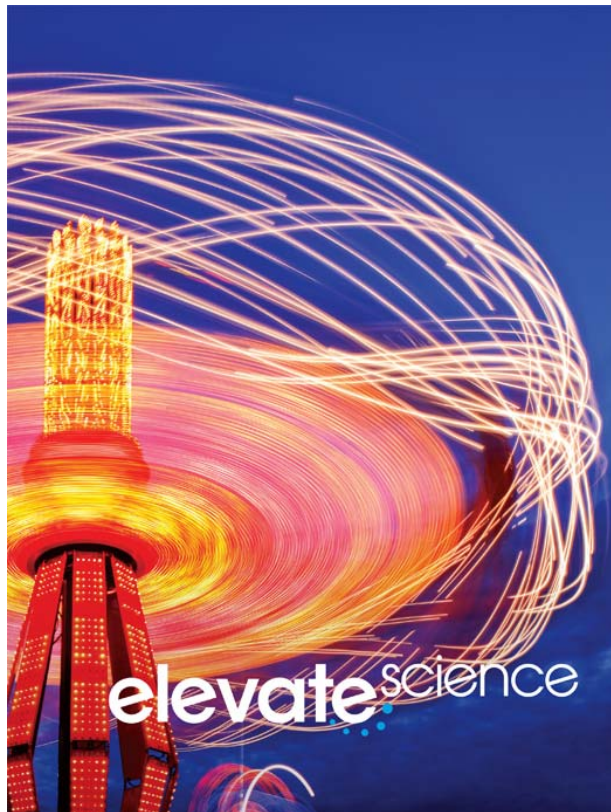


A Correlation of

# Elevate Science

Grade 3, ©2019



To the

# Iowa Core Science Standards

## Grade 3

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**To the**  
**Iowa Core Science Standards, Grade 3**

**Introduction**

The following document demonstrates how the ***Elevate Science, ©2019*** program supports the Iowa Core Science Standards, 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>Iowa Core Science Standards Grade 3</b>	<b>Elevate Science Grade 3, ©2019</b>
<b>3-PS2 Motion and Stability: Forces and Interactions</b>	
<b>Performance Expectation 3-PS2-1</b>	
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> 2-3, 4, 31, 35, 39, 40-41, 57, 67 <b>TE only:</b> 1d, 24a, 34a
<b>Performance Expectation 3-PS2-2</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> 4, 7, 17, 18, 20-21 <b>TE only:</b> 1d, 16a, 24a
<b>Performance Expectation 3-PS2-3</b>	
Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.	<b>SE/TE:</b> 54, 72-73, 74-75, 82-83 <b>TE only:</b> 50d, 56a, 66a, 74-75
<b>Performance Expectation 3-PS2-4</b>	
Define a simple design problem that can be solved by applying scientific ideas about magnets.	<b>SE/TE:</b> 72-73, 74-75, 82-83 <b>TE only:</b> 50d, 66a, 74-75
<b>3-LS1 From Molecules to Organisms: Structure and Processes</b>	
<b>Performance Expectation 3-LS1-1</b>	
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> 175, 180-181, 182 <b>TE only:</b> 168d, 174a

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<b>3-LS2 Ecosystems: Interactions, Energy, and Dynamics</b>	
<b>Performance Expectation 3-LS2-1</b>	
Construct an argument that some animals form groups that help members survive.	<b>SE/TE:</b> 225, 246–247, 226–227 <b>TE only:</b> 210d, 224a
<b>3-LS3 Heredity: Inheritance and Variation of Traits</b>	
<b>Performance Expectation 3-LS3-1</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> 185, 187, 188, 189, 200, 204–205, 208–209 <b>TE only:</b> 168d, 184a
<b>Performance Expectation 3-LS3-2</b>	
Use evidence to support the explanation that traits can be influenced by the environment.	<b>SE/TE:</b> 195, 200, 204–205 <b>TE only:</b> 168d, 194a
<b>3-LS4 Biological Evolution: Unity and Diversity</b>	
<b>Performance Expectation 3-LS4-1</b>	
Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.	<b>SE/TE:</b> 256, 259, 266, 274, 275, 284–285, 286, 288–289, 292–293 <b>TE only:</b> 252d, 258a, 268a
<b>Performance Expectation 3-LS4-2</b>	
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> 214, 217, 219, 221, 248–249 <b>TE only:</b> 210d, 216a
<b>Performance Expectation 3-LS4-3</b>	
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> 279, 283, 288–289, 292–293 <b>TE only:</b> 210d, 216a, 252d, 278a

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<b>Performance Expectation 3-LS4-4</b>	
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> 170-171, 183, 250-251, 201, 202 <b>TE only:</b> 210d, 232a
<b>3-ESS2 Earth's Systems</b>	
<b>Performance Expectation 3-ESS2-1</b>	
Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	<b>SE/TE:</b> 101, 120-121, 124-125, 128-129, 131, 133, 140, 150-151, 153, 159, 160, 164-165 <b>TE only:</b> 84d, 90a, 100a
<b>Performance Expectation 3-ESS2-2</b>	
Obtain and combine information to describe climates in different regions of the world.	<b>TE only:</b> 126d, 132a, 142a, 152a
<b>3-ESS3 Earth and Human Activity</b>	
<b>Performance Expectation 3-ESS3-1</b>	
Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	<b>SE/TE:</b> 98-99, 111 <b>TE only:</b> 84d, 110a
<b>3-5. Engineering Design</b>	
<b>Performance Expectation 3-5-ETS1-1</b>	
Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	<b>SE/TE:</b> 57, 67, 276-277 <b>TE only:</b> 50d, 276-277
<b>Performance Expectation 3-5-ETS1-2</b>	
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> 14-15, 244 <b>TE only:</b> 14-15

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<b>Performance Expectation 3-5-ETS1-3</b>	
Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	<b>SE/TE:</b> 74-75