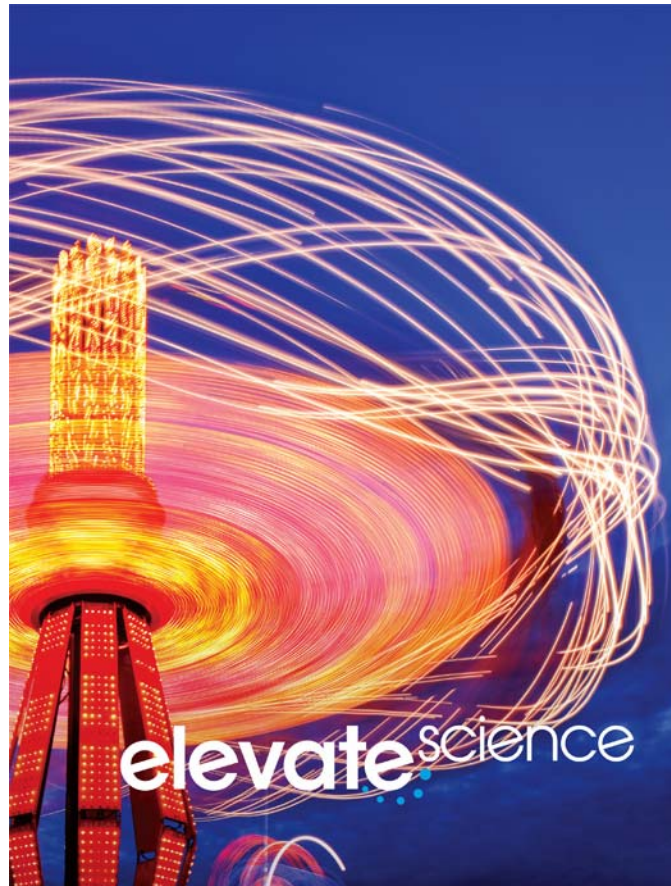


A Correlation of  
**Elevate Science**  
Grade 3, ©2019



To the  
**Missouri**  
**Learning Standards for Science**  
**Grade 3**

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**Introduction**

The following document demonstrates how the ***Elevate Science, ©2019*** program supports the Missouri Learning Standards for 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 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>Missouri Learning Standards for Science Grade 3</b>		<b>Elevate Science Grade 3, ©2019</b>
<b>PS1 Matter and Its Interactions</b>		
PS1.A	Structure and Properties of Matter	
PS1.A.1	Predict and investigate that water can change from a liquid to a solid (freeze), and back again (melt), or from a liquid to a gas (evaporation), and back again (condensation) as the result of temperature changes.	<b>SE/TE:</b> uBe a Scientist: Transforming Water, 93 This standard is addressed in Elevate Science, Grade 2: Heating and Cooling, 57 uInvestigate Lab How does ;heating and cooling change matter?, 55 (though not water)
PS1.B	Types of Interactions of Matter	
PS1.B.1	Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	<b>SE/TE:</b> This standard is addressed in Elevate Science, Grade 2: Reversible or Not, 58
PS2	Motion and Stability: Forces and Interactions	
<b>PS2.B Types of Interaction</b>		
PS2.B.1	Plan and conduct investigations to determine the cause and effect relationship of electric or magnetic interactions between two objects not in contact with each other.	<b>SE/TE:</b> 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 uInvestigate Lab: How can you make a magnet?, 67 Quest Check-In Lab: How can magnets sort objects by weight?, 72-73 Topic Assessment, 78-79 uDemonstrate Lab: How can you use a force?, 82-83

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<b>Missouri Learning Standards for Science Grade 3</b>		<b>Elevate Science Grade 3, ©2019</b>
<b>LS1 From Molecules to Organisms: Structure and Processes</b>		
LS1.A	Structure and Function	
LS1.A.1	Construct an argument with evidence that in a particular ecosystem some organisms -- based on structural adaptations or behaviors -- can survive well, some survive less well, and some cannot survive at all.	<b>SE/TE:</b> Quest Kickoff: Design a Mystery Creature, 170-171 Quest Check-In Lab: Which animals can live here?, 183 Quest Check-In: Set the Scene, 201 Quest Findings: Design a Mystery Creature, 202 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 Survival in Different Habitats, 220 Quest Check In How are living things suited to their habitats?, 222-223 Visual Literacy Connection: Why do animals form groups?, 226-227 Quest Connection, 228 Animal Groups, 228-229 Lesson 2 Check, 229 Quest Check-In: Let's Get Together, 230 Solve It With Science: How can a spider stay underwater all day long?, 231 Changes in Environmental Conditions, 240 Lesson 3 Check, 240 Quest Check In A Changing Pond Environment, 241 Quest Findings: Help the Pond Organisms Survive, 244 Topic Assessment, 246-247 uDemonstrate Lab: How well will the rabbit survive?, 250-251 uInvestigate Lab: How can you use evidence to infer climate change?, 279 uDemonstrate Lab: What were this organism and its environment like?, 292-293

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LS1.B	Growth and Development of Organisms	
LS1.B.1	Develop a model to compare and contrast observations on the life cycle of different plants and animals.	<b>SE/TE:</b> uInvestigate Lab: How are life cycles similar and different?, 175 Visual Literacy Connection: How are life cycles the same?, 180-181 Pattern of Life Cycles, 182
<b>LS3 Heredity: Inheritance and Variation of Traits</b>		
LS3.A	Inheritance of Traits	
LS3.A.1	Construct scientific arguments to support claims that some characteristics of organisms are inherited from parents and some are influenced by the environment.	<b>SE/TE:</b> 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 uInvestigate Lab How can the environment affect an organism?, 195 Inherited Traits and the Environment, 196 Environmental Factors, 197 Visual Literacy How can environmental factors affect organisms?, 198-199 Lesson 1 Check, 200 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
LS3.B	Natural Selection	
LS3.B.1	Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving and finding mates.	<b>SE/TE:</b> Visual Literacy How do living things adapt to survive?, 218-219 Differences Can Help Living Things, 221 Lesson 1 Check, 221

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<b>LS3.C Adaptation</b>		
LS3.C.1	Construct an argument with evidence that in a particular ecosystem some organisms -- based on structural adaptations or behaviors -- can survive well, some survive less well, and some cannot.	<p><b>SE/TE:</b>            Quest Kickoff: Design a Mystery Creature, 170-171            Quest Check-In Lab: Which animals can live here?, 183            Quest Check-In: Set the Scene, 201            Quest Findings: Design a Mystery Creature, 202            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            Survival in Different Habitats, 220            Quest Check In How are living things suited to their habitats?, 222-223            Visual Literacy Connection: Why do animals form groups?, 226-227            Quest Connection, 228            Animal Groups, 228-229            Lesson 2 Check, 229            Quest Check-In: Let's Get Together, 230            Solve It With Science: How can a spider stay underwater all day long?, 231            Changes in Environmental Conditions, 240            Lesson 3 Check, 240            Quest Check In A Changing Pond Environment, 241            Quest Findings: Help the Pond Organisms Survive, 244            Topic Assessment, 246-247            uDemonstrate Lab: How well will the rabbit survive?, 250-251            uDemonstrate Lab: What were this organism and its environment like?, 292-293</p>

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LS3.D	Biodiversity and Humans	
LS3.D.1	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> STEM Connection, 232 uInvestigate Lab: How will sea levels affect tigers?, 233 Changes in the Environment, 234 Changes in Environmental Conditions, 240 Quest Check In A Changing Pond Environment, 241 Quest Findings Help the Pond Organisms Survive, 244
<b>ESS2 Earth's Systems</b>		
ESS2.D	Weather and Climate	
ESS2.D.1	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	<b>SE/TE:</b> uInvestigate Lab: When is the air dry?, 101 Weather and Seasons, 102 uBe a Scientist Forecast the Weather, 102 Math Toolbox: Average Temperature, 103 Weather Graphs, 103 Lesson 2 Check, 107 Topic Assessment, 120-121
ESS2.D.2	Obtain and combine information to describe climates in different regions of the world.	<b>SE/TE:</b> Climate Characteristics, 134 Latitude and Climate, 136 The Ocean and Climate, 137 Land Features and Climate, 138 Quest Check-In: Moody Weather, 140 STEM Math Connection Draw and Analyze Graphs, 141 Dry Climates, 154 uBe a Scientist Compare Mini Climates, 154 Wet Climates, 155 World Climate Zones, 156-157 Quest Connection, 157 Lesson 3 Check, 158 Topic Assessment, 162-163 Evidence-Based Assessment, 164-165

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<b>ESS3 Earth and Human Activity</b>		
ESS3.B Natural Hazards		
ESS3.B.1	Make a claim about the merit of an existing design solution (e.g. levies, tornado shelters, sea walls, etc.) that reduces the impacts of a weather-related hazard.	<b>SE/TE:</b> Quest Kickoff Hold on to your roof, 86-87 Quest Check In Rainy Weather in Coming, 97 uEngineer It Wild Weather, 98-99 STEM uInvestigate Lab How can you stop a flood?, 111 Plan It, 113 Quest Check In How can a roof be improved?, 116-117 Quest Findings Hold on to your roof, 118
<b>ETS1 Engineering Design</b>		
ETS1.A	Defining and Delimiting Engineering Problems	
ETS1.A.1	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> uInvestigate Lab: How can you make a magnet?, 67 Quest Check In, Rainy Weather Is Coming, 97 Plan It, 113 Quest Check In How can a roof be improved?, 116-117 Defining Problems, EM10 Designing Solutions, EM11
ETS1.B	Developing Possible Solutions	
ETS1.B.1	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> uEngineer It!: Riding Above the Lake, 14-15 Quest Check In, How can a roof be improved?, 116-117 Quest Findings: Help the Pond Organisms Survive, 244 Optimizing Solutions, EM13



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ETS1.C	Optimizing the Solution Process	
ETS1.C.1	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> uEngineer It!: Moving Along, 74-75 Quest Check In How can a roof be improved?, 116-117 Using Models and Prototypes, EM12