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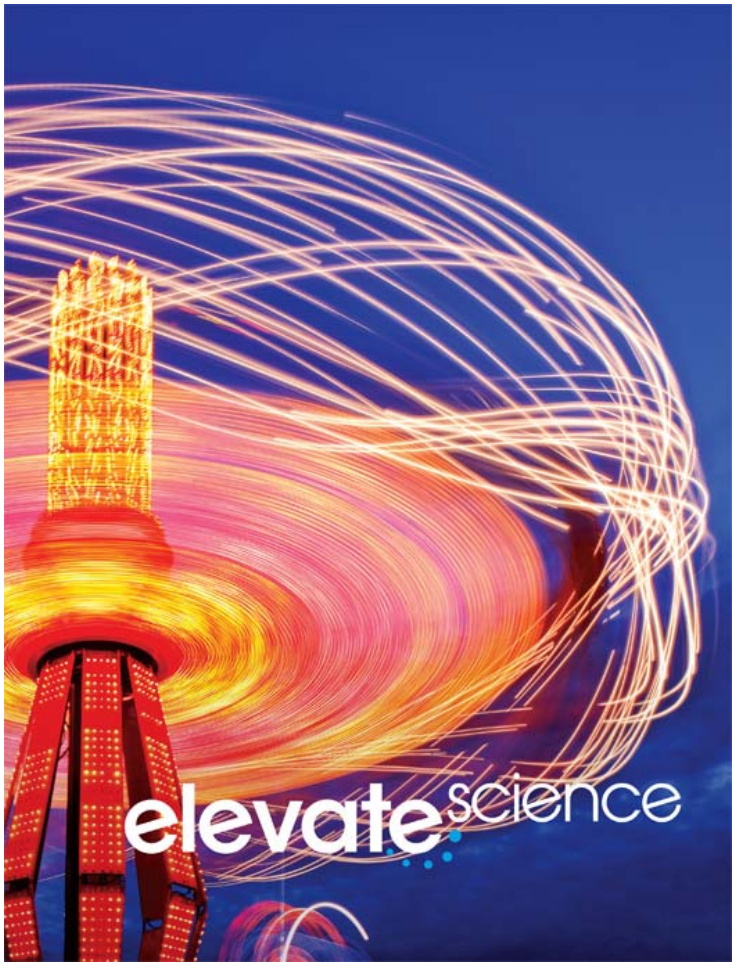

To the

Oklahoma
2020 Academic Standards for Science
Grade 3

Prepared by Savvas Learning Company, formerly Pearson K12 Learning

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Introduction

The following document demonstrates how the ***Elevate Science, ©2019*** program supports Oklahoma 2020 Academic Standards for Science. Correlation references include the Student Edition, Teacher Edition, and online Realize™ digital resources.

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.PS2.1 Plan and conduct investigations on the effects of balanced and unbalanced forces on the motion of an object.	**SE/TE:** uConnect Lab: How do things move?, 4 uInvestigate Lab: How fast can it move?, 7 uEngineer it! Riding Above the Lake, 14-15 uInvestigate Lab: What makes it move?, 25 uInvestigate Lab: How can you hold up an object?, 35 Quest Check-In Lab: How can you control your flippers?, 40-41 STEM uDemonstrate Lab: Why do objects move?, 48-49 **TE Only:** Focus on Mastery, 7, 25, 40 **Realize™ Digital Resources:** **Motion and Forces** >Topic Launch>Quest Kickoff: Pinball Wizard! >Lesson 4, Balanced and Unbalanced Forces>Video: Balanced and Unbalanced Forces >Topic Close>Quest Findings: Pinball Wizard!
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3.PS2.3.DCI.1 Electric and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other.	**SE/TE:** Visual Literacy Connection: What are noncontact forces?, 28-29 Quest Kickoff: Weigh to Go!, 52-53 uConnect Lab: How can you move objects without touching them?, 54 uInvestigate Lab: How can you keep objects in the air?, 57 Electric Charge, 58 Model It!, 59 Attract or Repel, 59 Visual Literacy Connection, 60-61 Moving Charges, 62 uInvestigate Lab: How can you make a magnet?, 67 Visual Literacy Connection: How do people use electromagnets?, 68-69 Magnetic Poles, 70 Lesson 2 Check, 71 STEM Quest Check-In Lab: How can magnets sort objects by weight?, 72-73 uEngineer it!: Moving Along, 74-75 Quest Findings, STEM Weigh to Go!, 76 uDemonstrate Lab: How can you use a force?, 82-83 **Realize™ Digital Resources:** **Electricity and Magnetism** >Lesson 1, Electric Forces>Video: Electric Forces; >Lesson 2, Magnetic Forces>Video: Magnetic Forces

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Disciplinary Core Ideas	
3.LS4.1.DCI.1 Some kinds of plants and animals that once lived on Earth are no longer found anywhere.	**SE/TE:** Kinds of Fossils, 260 Fossil Evidence, 261 Fossils in Sap and Ice, 264 Fossils in Tar, 265 STEM Connection, 268 Clues from Fossils, 270 The Fossil Record, 271 Visual Literacy Connection, 272-273 Index Fossils, 274 Topic Assessment, 288 uDemonstrate Lab: What were this organism and its environment like?, 292-293 **Realize™ Digital Resources:** **Fossil Evidence** >Topic Launch>Quest Kickoff: Written in Stone >Lesson 1, Fossils>Video: Fossils;>Interactivity: Exploring Fossils >Topic Close>Quest Findings: Written in Stone
3.LS4.1.DCI.2 Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments.	**SE/TE:** uConnect Lab: What can a fossil tell you?, 256 Kinds of Fossils, 260 Fossil Evidence, 261 Fossils in Sap and Ice, 264 Question It!, 264 Fossils in Tar, 265 Clues from Fossils, 270 The Fossil Record, 271 Visual Literacy Connection, 272-273 Index Fossils, 274 Lesson 2 Check, 274 Quest Check-In: Long Ago and Today, 275 Topic Assessment, 288-289 uDemonstrate Lab: What were this organism and its environment like?, 292-293 **Realize™ Digital Resources:** **Fossil Evidence** >Topic Launch>Quest Kickoff: Written in Stone >Lesson 1, Fossils>Video: Fossils;>Interactivity: Exploring Fossils >Topic Close>Quest Findings: Written in Stone

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Science and Engineering Practices	
3.LS4.1.SEP.1 Analyzing and Interpreting Data: Analyze and interpret data to make sense of phenomena using logical reasoning.	**SE/TE:** 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 Question it!, 264 Clues from Fossils, 270 Science Practice Toolbox: Analyze and Interpret Data, 271 Visual Literacy Connection, 272-273 Lesson 2 Check, 274 Quest Check-In: Long Ago and Today, 275 Quest Check-In Lab: Where did those fossils come from?, 284-285 Topic Assessment, 288-289 Evidence-Based Assessment, 290-291 uDemonstrate Lab: What were this organism and its environment like?, 292-293 TE Only: Focus on Mastery, 254, 259, 266, 284 **Realize™ Digital Resources:** **Fossil Evidence** >Topic Launch>Quest Kickoff: Written in Stone >Lesson 1, Fossils>Video: Fossils;>Interactivity: Exploring Fossils >Topic Close>Quest Findings: Written in Stone
Crosscutting Concepts	
3.LS4.1.CCC.1 Scale, Proportion, and Quantity: Observable phenomena exist from very short to very long time periods.	**SE/TE:** Visual Literacy Connection, 262-263 Question it!, 264 Fossils in Tar, 265 Clues from Fossils, 270 The Fossil Record, 271 Visual Literacy Connection: When did animals appear on Earth?, 272-273 Index Fossils, 274 **Realize™ Digital Resources:** **Fossil Evidence** >Lesson 2, Fossils as a Record>Interactivity: Fossils and the Geological Time Scale

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Performance Expectation	
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.	**SE/TE:** uConnect Lab: What clues do beak shapes give about birds?, 214 Literacy Connection: Cause and Effect, 215 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 Differences Can Help Living Things, 221 Lesson 1 Check, 221 Evidence-Based Assessment, 248-249 **Realize™ Digital Resources:** **Adaptations and Survival** >Lesson 1, Survival of Individuals>Video: Survival of Individuals;>Interactivity: Camouflage Helps Animals >Lesson 2, Survival of Groups>Video: Survival of Groups >Topic Close>Quest Findings: Help the Pond Organisms Survive
Disciplinary Core Ideas	
3.LS4.2.DCI.1 Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing.	**SE/TE:** uConnect Lab: What clues do beak shapes give about birds?, 214 Literacy Connection: Cause and Effect, 215 uInvestigate Lab: How do sea lions stay warm in cold waters?, 217 Visual Literacy Connection: How do living things adapt to survive?, 218-219 Differences Can Help Living Things, 221 Lesson 1 Check, 221 Quest Check-In Lab, 222-223 Evidence-Based Assessment, 248-249 **Realize™ Digital Resources:** **Adaptations and Survival** >Lesson 1, Survival of Individuals>Video: Survival of Individuals;>Interactivity: Camouflage Helps Animals

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Science and Engineering Practices	
3.LS4.2.SEP.1 Constructing Explanations: Use evidence (e.g., observations, patterns) to construct an explanation.	**SE/TE:** uConnect Lab: What clues do beak shapes give about birds?, 214 Literacy Connection: Cause and Effect, 215 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 Lesson 1 Check, 221 Quest Check-In Lab, 222-223 Topic Assessment, 246 Evidence-Based Assessment, 248-249 **Realize™ Digital Resources:** **Adaptations and Survival** >Lesson 1, Survival of Individuals>Video: Survival of Individuals >Lesson 2, Survival of Groups>Video: Survival of Groups >Topic Close>Quest Findings: Help the Pond Organisms Survive
Crosscutting Concepts	
3.LS4.2.CCC.1 Cause and Effect: Cause and effect relationships are routinely identified, tested, or used to explain change.	**SE/TE:** Literacy Connection: Cause and Effect, 215 Lesson 1 Check, 221 Topic Assessment, 246 Evidence-Based Assessment, 248-249 **Realize™ Digital Resources:** Adaptations and Survival >Lesson 1, Survival of Individuals>Video: Survival of Individuals;>Interactivity: Camouflage Helps Animals

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Performance Expectation	
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.	**SE/TE:** uInvestigate Lab: How do sea lions stay warm in cold waters?, 217 Visual Literacy Connection, 218-219 Survival in Different Habitats, 220 Lesson 1 Check, 221 Quest Check-In Lab: How are living things suited to their habitats?, 222-223 Solve It with Science, 231 Science Practice Toolbox: Argue Using Evidence, 234 uDemonstrate Lab: How well will the rabbit survive?, 250-251 uInvestigate Lab: How can you use evidence to infer climate change?, 279 Changes Over Time, 280-281 Climate Change and Extinction, 283 Lesson 3 Check, 283 uDemonstrate Lab: What were this organism and its environment like?, 292-293 **Realize™ Digital Resources:** **Adaptations and Survival** >Lesson 2, Survival of Groups>Video: Survival of Groups >Lesson 3, Survival When Environments Change>Video: Survival When Environments Change;>Interactivity: Environmental Changes >Topic Close>Quest Findings: Help the Pond Organisms Survive

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Disciplinary Core Ideas	
3.LS4.3.DCI.1 For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.	**SE/TE:** uInvestigate Lab: How do sea lions stay warm in cold waters?, 217 Visual Literacy Connection, 218-219 Quest Check-In Lab: How are living things suited to their habitats?, 222-223 Solve it with Science, 231 uDemonstrate Lab: How well will the rabbit survive?, 250-251 uInvestigate Lab: How can you use evidence to infer climate change?, 279 Changes Over Time, 280-281 Topic Assessment, 288-289 uDemonstrate Lab: What were this organism and its environment like?, 292-293 **Realize™ Digital Resources:** **Adaptations and Survival** >Lesson 3, Survival When Environments Change>Video: Survival When Environments Change;>Interactivity: Environmental Changes >Topic Close>Quest Findings: Help the Pond Organisms Survive
3.LS4.3.DC1.2 Changes in an organism's habitat are sometimes beneficial to it and sometimes harmful.	**SE/TE:** STEM Quest Check-In Lab: How are living things suited to their habitats?, 222-223 uInvestigate Lab: How will sea levels affect tigers?, 233 Changes in the Environment, 234 Science Practice Toolbox: Argue Using Evidence, 234 Case Study: Denali National Park, 235 Changes in Environmental Conditions, 240 Quest Check-In, 241 Changes Over Time, 280-281 **Realize™ Digital Resources:** **Adaptations and Survival** >Lesson 3, Survival When Environments Change>Video: Survival When Environments Change;>Interactivity: Environmental Changes

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Science and Engineering Practices	
3.LS4.3.SEP.1 Engaging in Argument from Evidence: Construct an argument with evidence.	**SE/TE:** uInvestigate Lab: How can the environment affect an organism?, 195 uInvestigate Lab: How do sea lions stay warm in cold waters?, 217 Lesson 1 Check, 221 Quest Check-In Lab: How are living things suited to their habitats?, 222-223 uDemonstrate Lab: How well will the rabbit survive?, 250-251 uInvestigate Lab: How can you use evidence to infer climate change?, 279 Changes Over Time, 280-281 Lesson 3 Check, 283 Quest Check-In Lab, 284-285 **TE Only:** Focus on Mastery, 223, 281, 284 **Realize™ Digital Resources:** **Adaptations and Survival** >Lesson 2, Survival of Groups>Video: Survival of Groups >Lesson 3, Survival When Environments Change>Video: Survival When Environments Change;>Interactivity: Environmental Changes >Topic Close>Quest Findings: Help the Pond Organisms Survive
Crosscutting Concepts	
3.LS4.3.CCC.1 Cause and Effect: Cause and effect relationships are routinely identified and used to explain change.	**SE/TE:** Lesson 2 Check, 229 Case Study: Denali National Park, 235 Topic Assessment, 246 Evidence-Based Assessment, 248-249 **TE Only:** Focus on Mastery, 229 **Realize™ Digital Resources:** **Adaptations and Survival** >Lesson 3, Survival When Environments Change>Video: Survival When Environments Change;>Interactivity: Environmental Changes

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Performance Expectation	
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.*	**SE/TE:** STEM Connection, 232 Plan It!, 239 uEngineer it! Have Your Fun, and Be Considerate Too!, 242-243 **Realize™ Digital Resources:** **Adaptations and Survival** >Topic Launch>Quest Kickoff: Help the Pond Organisms Survive >Topic Close>Interactivity: Help the Pond Organisms Survive
Disciplinary Core Ideas	
3.LS4.4.DCI.1 When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die.	**SE/TE:** uInvestigate Lab: How will sea levels affect tigers?, 233 Changes in the Environment, 234 Case Study: Denali National Park, 235 Visual Literacy Connection, 236-237 Plants Respond to Seasonal Changes, 238-239 Changes in Environmental Conditions, 240 **Realize™ Digital Resources:** **Adaptations and Survival** >Topic Launch>Quest Kickoff: Help the Pond Organisms Survive >Lesson 3, Survival When Environments Change>Video: Survival When Environments Change;>Interactivity: Environmental Changes >Topic Close>Quest Findings: Help the Pond Organisms Survive

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3.LS4.4.DCI.2 Populations live in a variety of habitats, and change in those habitats affects the organisms living there.	**SE/TE:** STEM Quest Check-In Lab: How are living things suited to their habitats?, 222-223 uInvestigate Lab: How will sea levels affect tigers?, 233 Changes in the Environment, 234 Case Study: Denali National Park, 235 Changes in Environmental Conditions, 240 Quest Check-In, 241 **Realize™ Digital Resources:** **Adaptations and Survival** >Topic Launch>Quest Kickoff: Help the Pond Organisms Survive >Lesson 3, Survival When Environments Change>Video: Survival When Environments Change;>Interactivity: Environmental Changes >Topic Close>Interactivity: Help the Pond Organisms Survive
Science and Engineering Practices	
3.LS4.4.SEP.1 Engaging in Argument from Evidence: Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.	**SE/TE:** Science Practice Toolbox: Argue Using Evidence, 234 Plan It!, 239 uEngineer It: Have Your Fun and Be Considerate Too!, 242-243 **Realize™ Digital Resources:** **Adaptations and Survival** >Topic Launch>Quest Kickoff: Help the Pond Organisms Survive >Topic Close>Quest Findings: Help the Pond Organisms Survive
Crosscutting Concepts	
3.LS4.4.CCC.1 Systems and System Models: A system can be described in terms of its components and their interactions.	**SE/TE:** STEM Quest Check-In Lab: How are living things suited to their habitats?, 222-223 Quest Check-In: A Changing Environment, 241 Quest Check-In, 241 **Realize™ Digital Resources:** **Adaptations and Survival** >Topic Launch>Quest Kickoff: Help the Pond Organisms Survive >Topic Close>Quest Findings: Help the Pond Organisms Survive

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Earth's Systems (ESS2)	
Performance Expectation	
3.ESS2.1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	**SE/TE:** Weather and Seasons, 102 uBe a Scientist: Forecast the Weather, 102 Weather Graphs, 103 Evidence-Based Assessment, 122-123 uDemonstrate Lab: What can barometric pressure tell you?, 124-125 STEM Math Connection: Draw and Analyze Graphs, 141
Disciplinary Core Ideas	
3.ESS2.1.DCI.1 Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.	**SE/TE:** uInvestigate Lab: When Is the Air Dry?, 101 uBe a Scientist: Forecast the Weather, 102 Weather Graphs, 103 Simple Weather Instruments, 106 Weather Satellites, 107 Lesson 2 Check, 107 **Realize™ Digital Resources:** **Weather** >Lesson 2, Seasonal Weather Changes>Video: Seasonal Weather Changes;>Interactivity: Weather in Different Seasons
Science and Engineering Practices	
3.ESS2.1.SEP.1 Analyzing and Interpreting Data: Represent data in tables and various graphical displays (bar graphs and pictographs) to reveal patterns that indicate relationships.	**SE/TE:** uInvestigate Lab: How does the amount of water change over time?, 91 uInvestigate Lab: When is the air dry?, 101 uBe a Scientist: Forecast the Weather, 102 Weather Graphs, 103 uDemonstrate Lab: What can barometric pressure tell you:, 124-125 **Realize™ Digital Resources:** **Weather** >Lesson 2, Seasonal Weather Changes>Video: Seasonal Weather Changes;>Interactivity: Weather in Different Seasons

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Crosscutting Concepts	
3.ESS2.1.CCC.1 Patterns: Patterns of change can be used to make predictions.	**SE/TE:** uInvestigate Lab: When is the air dry?, 101 uBe a Scientist: Forecast the Weather, 102 Visual Literacy Connection, 104-105 Evidence-Based Assessment, 122-123 uDemonstrate Lab, 125 **TE Only:** Focus on Mastery, 101, 104 **Realize™ Digital Resources:** **Weather** >Lesson 2, Seasonal Weather Changes>Video: Seasonal Weather Changes;>Interactivity: Weather in Different Seasons
Performance Expectation	
3.ESS2.2 Obtain and combine information to describe climates in different regions of the world.	**SE/TE:** uInvestigate Lab: How does the sun's radiation vary on Earth's surface?, 133 Climate Characteristics, 134 Crosscutting Concepts Toolbox: Patterns, 135 Local to Global Connection, 152 Dry Climates, 154 Wet Climates, 155 World Climate Zones, 156 Lesson 3 Check, 158 Quest Check-In: Explore the World, 159 Topic Assessment, 162-163 Evidence-Based Assessment, 164-165 uDemonstrate Lab: What affects the climate in a region?, 166-167 **Realize™ Digital Resources:** **Climate** >Topic Launch>Quest Kickoff: Climates on Location >Lesson 3, World Climates>Interactivity: Earth's Climates >Topic Close>Quest Findings: Climates on Location

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Disciplinary Core Ideas	
3.ESS2.2.DCI.1 Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years to centuries.	**SE/TE:** Climate Characteristics, 134 The Sun and Climate, 135 Latitude and Climate, 136 The Ocean and Climate, 137 Land Features and Climate, 138 The Atmosphere and Climate, 139 Lesson 1 Check, 139 Natural Factors and Climate Change, 146 Humans and Climate Change, 147 Dry Climates, 154 Wet Climates, 155 World Climate Zones, 156 Climate Extremes, 158 Quest Check-In, 159
Science and Engineering Practices	
3.ESS2.2.SEP.1 Obtaining, Evaluating, and Communicating Information: Obtain and combine information from books and other reliable media to explain phenomena.	**SE/TE:** uInvestigate Lab: How does the sun's radiation vary on Earth's surface?, 133 World Climate Zones, 156-157 Evidence-Based Assessment, 164-165 uDemonstrate Lab: What affects the climate in a region?, 166-167 **Realize™ Digital Resources:** **Climate** >Topic Launch>Quest Kickoff: Climates on Location >Topic Close>Quest Findings: Climates on Location
Crosscutting Concepts	
3.ESS2.2.CCC.1 Patterns: Patterns of change can be used to make predictions.	**SE/TE:** Crosscutting Concepts Toolbox: Patterns, 135 Crosscutting Concepts Toolbox: Patterns, 157 **TE Only:** Crosscutting Concepts Toolbox, 135, 157

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Earth and Human Activity (ESS3)	
Performance Expectation	
3.ESS3.1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.*	**SE/TE:** Quest Check-In: Rainy Weather is Coming, 97 Quest Check-In: A Roof for All Seasons, 108 STEM uInvestigate Lab: How can you stop a flood?, 111 Quest Check-In Lab: How Can a Roof Be Improved?, 116-117 **Realize™ Digital Resources:** **Weather** >Topic Launch>Quest Kickoff: Hold on to Your Roof! >Lesson 1, Water and Weather>uEngineer It! Video: Wild Weather! >Lesson 3, Weather Hazards>Virtual Lab: Build a Weather-Proof Home;>Interactivity: Severe Weather >Topic Close>Quest Findings: Hold on to Your Roof!
Disciplinary Core Ideas	
3.ESS3.1.DCI.1 A variety of natural hazards result from natural processes.	**SE/TE:** uEngineer It!: Wild Weather!, 98-99 Storms, 112 Thunderstorms and Tornadoes, 114 Drought, 115 **Realize™ Digital Resources:** **Weather** >Lesson 1, Water and Weather>uEngineer It! Video: Wild Weather! >Lesson 3, Weather Hazards>Interactivity: Severe Weather

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3.ESS3.1.DCI.2 Humans cannot eliminate natural hazards but can take steps to reduce their impact.	**SE/TE:** Storms, 112 Reduce the Impact, 113 Plan It!, 113 Lesson 3 Check, 115 Drought: Write About It, 115 Quest Check-In Lab: How can a roof be improved?, 116-117 The Essential Question, 121 **Realize™ Digital Resources:** **Weather** >Topic Launch>Quest Kickoff: Hold on to Your Roof! >Lesson 1, Water and Weather>uEngineer It! Video: Wild Weather! >Lesson 3, Weather Hazards>Virtual Lab: Build a Weather-Proof Home;>Interactivity: Severe Weather >Topic Close>Quest Findings: Hold on to Your Roof!
3.ESS3.1.DCI.3 Engineers improve existing technologies or develop new ones to increase their benefits (e.g., better artificial limbs), decrease known risks (e.g., seatbelts in cars), and meet societal demands (e.g., cell phones).	**SE/TE:** Literacy Connection, 89 uEngineer It!: Wild Weather!, 98-99 uInvestigate Lab: How can you stop a flood?, 111 Career Connection: Architect, 119
Science and Engineering Practices	
3.ESS3.1.SEP.1 Engaging in Argument from Evidence: Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.	**SE/TE:** Quest Check-In, 97 Plan It!, 113 Quest Check-In Lab: How can a roof be improved?, 116-117 Science Practices: Engaging in Arguments from Evidence, EM7 **TE Only:** Multiple Solutions, 97; Focus on Mastery, 114 **Realize™ Digital Resources:** **Weather** >Topic Launch>Quest Kickoff: Hold on to Your Roof! >Lesson 1, Water and Weather>uEngineer It! Video: Wild Weather! >Lesson 3, Weather Hazards>Virtual Lab: Build a Weather-Proof Home >Topic Close>Quest Findings: Hold on to Your Roof!

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Crosscutting Concepts	
3.ESS3.1.CCC.1 Cause and Effect: Cause and effect relationships are routinely identified, tested, and used to explain change.	**SE/TE:** Storms, 112 Thunderstorms and Tornadoes, 114 Drought, 115 **TE Only:** Focus on Mastery, 113