**A Correlation of**

# Interactive Science

**Grade 3, ©2016**


**To the**

# 2018 Mississippi College-and-Career Readiness Standards for Science

Pearson

**A Correlation of Interactive Science ©2016, Grade 3 to the 2018 Mississippi College-and-Career Readiness Standards for Science**

## Introduction

The following document demonstrates how the ***Interactive Science*, *©2016*** program aligns to the 2018 Mississippi College-and-Career Standards for Science, grades K-5. Correlation references are to the Student Edition and Teacher Edition. Please note that the Kindergarten Student Edition text pages are two-sided; each singular page contains a corresponding Activity Page on the reverse side.

***Interactive Science*** is an elementary science program that makes learning personal, engaging, and relevant for today's student. The program features an innovative Write-in Student Edition that enables students to become active participants in their learning and truly connect the Big Ideas of science to their world.

The 2016 editions of ***Interactive Science*** were developed to support the Next Generation Science Standards (NGSS) for Grades K-5 in several ways. In the Student Edition, lessons provide interactive opportunities for students to acquire the Disciplinary Core Ideas that are the building blocks of the NGSS Performance Expectations at each grade level. STEM Activities, Apply It! activities, Design It! Activities, and Performance-Based Assessments enable students to research, investigate, and apply Science and Engineering Practices to real-world problems in a meaningful way. In the Teacher's Edition, the NGSS Cross-Cutting Concepts that link across grade levels and across disciplines within grade levels are noted at the chapter level, and a detailed and focused Performance Expectation Activity is provided for each NGSS standard.

**A Correlation of Interactive Science ©2016, Grade 3 to the 2018 Mississippi College-and-Career Readiness Standards for Science**

| 2018 Mississippi College-and-Career Readiness Standards for Science | Interactive Science, ©2016 Grade 3 |
|---|---|
| **GRADE THREE: Life Science** | |
| **3.1Hierarchical Organization** | |
| **Conceptual Understanding:** Plants and animals have physical characteristics and features that allow them to receive information from the environment. Structural adaptations within groups of plants and animals allow them to better survive and reproduce in an environment. | |
| **3.1 Students will demonstrate an understanding of internal and external structures in animals and how they relate to their growth, survival, behavior, and reproduction within an environment.** | |
| ***3.1.*** *Examine evidence to communicate information that the internal and external structures of animals (e.g., heart, stomach, bone, lung, brain, skin, ears, appendages) function to support survival, growth, behavior, and reproduction.* | **Gr 2 SE/TE:**<br>88 Inquiry Explore It How do ears compare?<br>90-91 Animal Body Parts<br>114-115 How can an octopus use its arms?<br><br>**Gr 2 TE Only:**<br>93a Inquiry Explore It How do ears compare?<br><br>**Gr 5 SE/TE:**<br>110 Structures to Support<br>112 Structures for Respiration and Circulation<br><br>**Gr 5 TE Only:**<br>110 21st Century Learning<br>113b Explain<br>113b Apply Concepts |
| ***3.1.2*** *Examine evidence to communicate information that the internal and external structures of plant (e.g., thorns, leaves, stems, roots, or colored petals) function to support survival, growth, behavior, and reproduction.* | **SE/TE:**<br>110-111 Flowering Plants<br>118-119 How Leaves Help Plants<br>120 Other Ways Leaves Help Plants<br>123 How Roots Help Plants<br>125 How Stems Help Plants<br>129 Reproduction<br>130 Parts of a Flower<br>132 How Cones Help Plants<br>147 Study Guide<br><br>**TE Only:**<br>100C More About Leaves<br>100D Roots<br>100D Stems<br>118 Common Misconceptions<br>121b Explain<br>125 Elaborate Science Notebook |

| 2018 Mississippi College-and-Career Readiness Standards for Science | Interactive Science, ©2016 Grade 3 |
|---|---|
| ***3.1.3*** *Obtain and communicate examples of physical features or behaviors of vertebrates and invertebrates and how these characteristics help them survive in particular environments, (e.g., animals hibernate, migrate, or estivate to stay alive when food is scarce or temperatures are not favorable).* | **SE/TE:**<br>162 Animals with Backbones<br>164 Animals without Backbones<br>172 Inherited Behavior<br>221 Seasonal Change<br><br>**TE Only:**<br>196C Adaptations<br>221 Content Refresher<br><br>**See also Grade 2**<br>xx Quest Describe a Habitat |
| **3.2 Reproduction and Heredity** | |
| **Conceptual Understanding:** Scientists have identified and classified many types *of* plants and animals. Some characteristics and traits that organisms have are inherited, and some result from interactions with the environment. | |
| **3.2 Students will demonstrate an understanding that through reproduction, the survival and physical features of plants and animals are inherited traits from parents but can also be influenced by the environment.** | |
| ***3.2.1*** *Identify traits and describe how traits are passed from parent(s) to offspring in plants and animals.* | **SE/TE:**<br>170 Inherited Characteristics<br>191 Study Guide: How are offspring like their parents?<br><br>**TE Only:**<br>152D Animal Reproduction<br>170 At-Home Lab<br>170 Differentiated Instruction<br>245c Performance Expectation Activity |
| ***3.2.2*** *Describe and provide examples of plant and animal offspring from a single parent (e.g., bamboo, fern, or starfish) as being an exact replica with identical traits as the parent.* | **SE/TE:**<br>113 Spores<br>138 Other Plant Life Cycles<br><br>**TE Only:**<br>138 Explain<br>152D Animal Reproduction |

| 2018 Mississippi College-and-Career Readiness Standards for Science | Interactive Science, ©2016 Grade 3 |
|---|---|
| ***3.2.3*** *Describe and provide examples of offspring from two parents as containing a combination of inherited traits from both parents.* | **SE/TE:**<br>169 Both Alike and Different<br>170 Inherited Characteristics<br>182 Life Cycle of a Mammal<br><br>**TE Only:**<br>152D Animal Reproduction<br>152E At-Home Lab<br>170 At-Home Lab<br>175b Words to Know |
| ***3.2.4*** *Obtain and communicate data to provide evidence that plants and animals have traits inherited from parents and that variations of these traits exist in groups of similar organisms (e.g., flower colors in pea plants or fur color and pattern in animal offspring).* | **SE/TE:**<br>170 Inherited Characteristics<br>174-175 Small Differences in Traits<br><br>**TE Only:**<br>170 Differentiated Instruction<br>170 Elaborate<br>171 Science Notebook<br>174 Explain<br>245c Performance Expectation Activity |
| ***3.2.5*** *Research to justify the concept that traits can be influenced by the environment (e.g., stunted growth in normally tall plants due to insufficient water, changes in an arctic fox's fur color due to light and/or temperature, or flamingo plumage).* | **SE/TE:**<br>171 Acquired Characteristics<br>221 Seasonal Change<br><br>**TE Only:**<br>171 Science Notebook<br>245d Performance Expectation Activity |

| 2018 Mississippi College-and-Career Readiness Standards for Science | Interactive Science, ©2016 Grade 3 |
|---|---|
| **3.4 Adaptations and Diversity** | |
| **Conceptual Understanding:** When the environment or habitat changes, some plants and animals survive and reproduce, some move to new locations, and some die. Scientists can obtain historical information from fossils to provide evidence of both the organism and environments in which they lived. | |
| **3.4 Students will demonstrate an understanding of how adaptations allow animals to satisfy life needs and respond both physically and behaviorally to their environment.** | |
| ***3.4.1*** *Obtain data from informational text to explain how changes in habitats (both those that occur naturally and those caused by organisms) can be beneficial or harmful to the organisms that live there.* | **SE/TE:**<br>xxii STEMQuest, Where have all the organisms gone?<br>209 Ecosystems Change<br>217 Ecosystem Change<br>218 Living Things Cause Change<br>220 Natural Events Cause Change<br>222-223 Living Things Return<br><br>**TE Only:**<br>218 Explain<br>218 Science Notebook<br>221 Science Writing<br>222 Explain<br>223b Explain<br>223b Apply Concepts<br>245h Performance Expectation Activity |

| 2018 Mississippi College-and-Career Readiness Standards for Science | Interactive Science, ©2016 Grade 3 |
|---|---|
| ***3.4.2*** *Ask questions to predict how natural or man-made changes in a habitat cause plants and animals to respond in different ways, including hibernating, migrating, responding to light, death, or extinction (e.g., sea turtles, the dodo bird, or nocturnal species).* | **SE/TE:**<br>172 Inherited Behavior<br>209 Ecosystems Change<br>216 Inquiry Explore It How can pollution affect an organism?<br>217 Ecosystem Change<br>218 Living Things Cause Change<br>219 Do the math! Read a Graph<br>220Natural Events Cause Change<br>221 Seasonal Change<br>225 Fossils<br><br>**TE Only:**<br>196D Plant Adaptations<br>196D Trees During the Seasons<br>218 Explain<br>219 21st Century<br>220 Explain<br>221 Content Refresher<br>223a Inquiry Explore It How can pollution affect an organism?<br>223b Explain<br>223b Apply Concepts<br>245h Performance Expectation Activity |
| ***3.4.3*** *Analyze and interpret data to explain how variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing (e.g., plants with larger thorns being less likely to be eaten by predators or animals with better camouflage colorations being more likely to survive and bear offspring).* | **SE/TE:**<br>174-175 Small Differences in Traits<br><br>**TE Only:**<br>174 Content Refresher<br>245b Performance Expectation Activity<br><br>See also **Gr 2 SE/TE:**<br>92-93 Staying Safe |

| 2018 Mississippi College-and-Career Readiness Standards for Science | Interactive Science, ©2016 Grade 3 |
|---|---|
| ***3.4.4*** *Define and improve a solution to a problem created by environmental changes and any resulting impacts on the types of density and distribution of plant and animal populations living in the environment (e.g., replanting sea oats in coastal areas or developing or preserving wildlife corridors and green belts). Use an engineering design process to define the problem, design, construct, evaluate, and improve the environment.** | **SE/TE:**<br>156-159 STEM Activity Bird Feather Cleaning<br><br>**TE Only:**<br>157 Background<br>245h Performance Expectation Activity |
| ***3.4.5*** *Construct scientific argument using evidence from fossils of plants and animals that lived long ago to infer the characteristics of early environments (e.g., marine fossils on dry land, tropical plant fossils in arctic areas, or fossils of extinct organisms in any environment).* | **SE/TE:**<br>224 Inquiry Explore It What can a fossil tell you?<br>225 Fossils<br>226-227 What Fossils Show<br><br>**TE Only:**<br>227a Inquiry Explore It What can a fossil tell you?<br>227b Explain<br>245e Performance Expectation Activity |

| 2018 Mississippi College-and-Career Readiness Standards for Science | Interactive Science, ©2016 Grade 3 |
|---|---|
| **GRADE THREE: Physical Science** | |
| **3.5 Organization of Matter and Chemical Interactions** | |
| **Conceptual Understanding:** Matter is made up of particles that are too small to be seen. Even though the particles are very small, the movement and spacing of these particles determine the basic properties of matter. Matter exists in several different states and is classified based on observable and measurable properties. Matter can be changed from one state to another when heat (i.e., thermal energy) is added or removed. | |
| **3.5 Students will demonstrate an understanding of the physical properties of matter to explain why matter can change states between a solid, liquid, or gas dependent upon the addition or removal of heat.** | |
| ***3.5.1*** *Plan and conduct scientific investigations to determine how changes in heat (i.e., an increase or decrease} change matter from one state to another (e.g., melting, freezing, condensing, boiling, or evaporating).* | **Gr 2 SE/TE:**<br>35 Water Mixtures<br>38 Cooling Matter<br>39 Heating Matter<br>50 Big World My World From Sand to Glass<br><br>**Gr 2 TE Only:**<br>2D Teacher Background<br>2E At-Home Lab<br>39b Explain<br>39b Apply Concepts |
| ***3.5.2*** *Develop and use models to communicate the concept that matter is made of particles too small to be seen that move freely around in space (e.g., inflation and shape of a balloon, wind blowing leaves, or dust suspended in the air}.* | **SE/TE:**<br>67 Thermal Energy and Heat<br>77 Electric Charges<br><br>See also<br>**Gr 5 SE/TE:**<br>9 Matter<br><br>**Gr 5 TE Only:**<br>99a Performance Expectation Activity |

| 2018 Mississippi College-and-Career Readiness Standards for Science | Interactive Science, ©2016 Grade 3 |
|---|---|
| ***3.5.3*** *Plan and conduct investigations that particles speed up or slow down with addition or removal of heat.* | **SE/TE:**<br>82-83 Inquiry Investigate It How does heat cause motion?<br><br>**TE Only:**<br>83a-d Inquiry Investigate It How does heat cause motion?<br><br>See also<br>**Gr 5 SE/TE:**<br>36 Temperature and Physical Changes<br><br>**Gr 5 TE Only:**<br>36 At-Home Lab |
| **3.6 Motion, Forces, and Energy** | |
| **Conceptual Understanding:** Magnets are a specific type of solid that can attract and repel certain other kinds of materials, including other magnets. There are some materials that are neither attracted to nor repelled by magnets. Because of their special properties, magnets are used in various ways. Magnets can exert forces-a push or a pull-on other magnets or magnetic materials, causing energy transfer between them, even when the objects are not touching. | |
| **3.6 Students will demonstrate an understanding of magnets and the effects of pushes, pulls, and friction on the motion of objects.** | |
| ***3.6.1*** *Compare and contrast the effects of different strengths and directions of forces on the motion of an object (e.g., gravity, polarity, attraction, repulsion, or strength).* | **SE/TE:**<br>15 Causes of Motion<br>18-19 Motion and Combined Forces<br>20-21 Magnetism<br>22 Inquiry Explore It How does gravity pull an object?<br>23 Law of Gravity<br><br>**TE Only:**<br>21b Apply Concepts<br>25a Inquiry Explore It How does gravity pull an object?<br>99c Performance Expectation Activity<br>99d Performance Expectation Activity |

| 2018 Mississippi College-and-Career Readiness Standards for Science | Interactive Science, ©2016 Grade 3 |
|---|---|
| ***3.6.2*** *Plan an experiment to investigate the relationship between a force applied to an object (e.g., friction, gravity) and resulting motion of the object.* | **SE/TE:**<br>16-17 Effects of Mass and Friction<br>22 Inquiry Explore It How does gravity pull an object?<br>23 Law of Gravity<br><br>**TE Only:**<br>1D Friction<br>25a Inquiry Explore It How does gravity pull an object?<br>99c Performance Expectation Activity<br>99d Performance Expectation Activity |
| ***3.6.3*** *Research and communicate information to explain how magnets are used in everyday life.* | **SE/TE:**<br>2 Inquiry Try It What can magnetic force move?<br>20 Magnetism |
| ***3.6.4*** *Define and solve a simple design problem by applying scientific ideas about magnets (e.g., can opener, door latches, paperclip holders, finding studs in walls, magnetized paint). Use an engineering design process to define the problem, design, construct, evaluate, and improve the magnet.** | **Gr 1 SE/TE:**<br>190-199 STEM Activity Reach, Grab, Pull<br><br>**Gr 3 TE Only:**<br>99c Performance Expectation Activity |

| 2018 Mississippi College-and-Career Readiness Standards for Science | Interactive Science, ©2016 Grade 3 |
|---|---|
| **GRADE THREE: Earth and Space Science** | |
| **3.7 Earth's Structure and History** | |
| **Conceptual Understanding:** Since its formation, the Earth has undergone a great deal of geological change driven by its composition and systems. Scientists use many methods to learn more about the history and age of Earth. Earth materials include rocks, soils, water, and gases. Rock is composed of different combinations of minerals. Smaller rocks come from the breakage and weathering of bedrock and larger rocks. Soil is made partly from weathered rock, partly from plant remains, and contains many living organisms. | |
| **3.7A Students will demonstrate an understanding of the various processes involved in the rock cycle, superposition of rock layers, and fossil formation.** | |
| ***3.7A.1*** *Plan and conduct controlled scientific investigations to identify the processes involved in forming the three major types of rock, and investigate common techniques used to identify them.* | **Gr 4 SE/TE:**<br>245 Classifying Rocks<br>246-247 Igneous Rocks<br>248-249 Sedimentary Rocks<br>250-251 Metamorphic Rocks<br>252-253 The Rock Cycle<br><br>**Gr 4 TE Only:**<br>247 Content Refresher<br>247 Science Notebook<br>250 Lightning Lab<br>253 Differentiated Instruction<br>253b Words to Know |
| ***3.7A.2*** *Develop and use models to demonstrate the processes involved in the development of various rock formations, including superposition, and how those formations can fracture and move over time.* | **Gr 4 SE/TE:**<br>256-257 Weathering<br>258 Erosion<br><br>**Gr 4 TE Only:**<br>256 Differentiated Instruction<br>257 Content Refresher<br>259b Explain |

| 2018 Mississippi College-and-Career Readiness Standards for Science | Interactive Science, ©2016 Grade 3 |
|---|---|
| ***3.7A.3*** *Ask questions to generate testable hypotheses regarding the formation and location of fossil types, including their presence in some sedimentary rock.* | **SE/TE:**<br>225 Fossils<br><br>See also<br>**Gr 4 SE/TE:**<br>202-203 How Fossils Form<br>244 Inquiry Explore It What can you learn from rock layers?<br>248-249 Sedimentary Rocks<br><br>**Gr 4 TE Only:**<br>202 Differentiated Instruction<br>203 21st Century Learning<br>205b Explain<br>230C Uncovering Fossils<br>248 Differentiated Instruction<br>249 Content Refresher<br>253a Inquiry Explore It What can you learn from rock layers? |
| **Conceptual Understanding:** Earth has an active mantle, which interacts with the Earth's crust to drive plate tectonics and form new rocks. Resulting surface features change through interactions with water, air, and living things. Waves, wind, water, and ice shape and reshape the Earth's land surface by eroding rock and soil in some areas and depositing them in other areas. Scientists use many methods to learn more about the history and age of Earth. | |
| **3.7B Students will demonstrate an understanding of the composition of Earth and the processes which change Earth's landforms.** | |
| ***3.7B.1*** *Obtain and evaluate scientific information (e.g. using technology) to describe the four major layers of Earth and the varying compositions of each layer.* | **Gr 4 SE/TE:**<br>255 Earth's Surface<br><br>**Gr 5 SE/TE:**<br>214<br><br>**Gr 5 SE/TE only:**<br>214 Differentiated Instruction |

| 2018 Mississippi College-and-Career Readiness Standards for Science | Interactive Science, ©2016 Grade 3 |
|---|---|
| ***3.7B.2*** *Develop and use models to describe the characteristics of Earth's continental landforms and classify landforms as volcanoes, mountains, valleys, canyons, plains, and islands.* | **Gr 2 SE/TE:**<br>134-135 Landforms<br><br>**Gr 2 TE Only:**<br>118E At-Home Lab<br>134 At-Home lab<br>137b Explain<br>137b Apply Concepts<br><br>**Gr 4 SE/TE:**<br>255 Earth's Surface |
| ***3.7B.3*** *Develop and use models of weathering, erosion, and deposition processes which explain the appearance of various Earth features (e.g., the Grand Canyon, Arches National Park in Utah, Plymouth Bluff in Columbus, or Red Bluff in Marion County, Mississippi).* | **Gr 4 SE/TE:**<br>256-257 Weathering<br>258 Erosion<br>259 Deposition<br>304 My Planet Diary Science Stats<br><br>**Gr 4 TE Only:**<br>256 Differentiated Instruction<br>257 Content Refresher<br>258 At-Home Lab<br>259b Explain<br>295a Performance Expectation Activity |
| ***3.7B.4*** *Compare and contrast constructive (e.g., deposition, volcano) and destructive (e.g., weathering, erosion, earthquake) processes of the Earth.* | **Gr 4 SE/TE:**<br>246-247 Igneous Rocks<br>256-257 Weathering<br>258 Erosion<br>259 Deposition<br>261 Earth's Moving Plates<br><br>**Gr 4 TE Only:**<br>256 Differentiated Instruction<br>257 Content Refresher<br>258 At-Home Lab<br>259b Explain<br>295a Performance Expectation Activity<br>295c Performance Expectation Activity |

| 2018 Mississippi College-and-Career Readiness Standards for Science | Interactive Science, ©2016 Grade 3 |
|---|---|
| **GRADE THREE: Earth and Space Science** | |
| **3.9 Earth's Systems and Cycles** | |
| **Conceptual Understanding:** The Earth's land can be situated above or submerged below water. Water in the atmosphere changes states according to energy levels driven by the sun and its interactions with various Earth components, both living and non-living. The downhill movement of water as it flows to the ocean shapes the appearance of the land. | |
| **3.9 Students will demonstrate an understanding of how the Earth's systems (i.e., geosphere, hydrosphere, atmosphere, and biosphere) interact in multiple ways to affect Earth's surface materials and processes.** | |
| ***3.9.1*** *Develop models to communicate the characteristics of the Earth's major systems, including the geosphere, hydrosphere, atmosphere, and biosphere.* | **SE/TE:**<br>212-213 Food Chains<br>214 Food Webs<br>215 Lightning Lab<br>255 Water On Earth<br>256-257 Water Cycle<br>269 Air Pressure<br><br>**TE Only:**<br>213 Diagram<br>214 Lightning Lab<br>215 Differentiated Instruction<br><br>See also<br>**Gr 2 SE/TE:**<br>100 Inquiry Explore It What is the order of a food chain?<br>102 Food Chain<br>103 Predator and Prey<br>109-110 Vocabulary Smart Cards<br><br>**Gr 2 TE Only:**<br>102 Content Refresher<br>103a Inquiry Explore It What is the order of a food chain?<br>103b Apply Concepts<br><br>**Gr 4 SE/TE:**<br>252-253 The Rock Cycle<br>256-257 Weathering<br>272 Inquiry Explore It How can water move in the water cycle?<br>274-275 The Water Cycle |

| 2018 Mississippi College-and-Career Readiness Standards for Science | Interactive Science, ©2016 Grade 3 |
|---|---|
| **(Continued)**<br>***3.9.1*** *Develop models to communicate the characteristics of the Earth's major systems, including the geosphere, hydrosphere, atmosphere, and biosphere.* | **(Continued)**<br>**Gr 4 TE Only:**<br>274 Differentiated Instruction<br>277a Inquiry Explore It How can water move in the water cycle?<br>277b Apply Concepts |
| ***3.9.2*** *Construct explanations of how different landforms and surface features result from the location and movement of water on Earth's surface (e.g., watersheds, drainage basins, deltas, or rivers).* | **Gr 4 SE/TE:**<br>255 Earth's Surface<br>258 Erosion<br>259 Deposition<br>268-269 Surface Water<br><br>**Gr 4 TE Only:**<br>258 Elaborate<br>258 Common Misconception |
| ***3.9.3*** *Use graphical representations to communicate the distribution of freshwater and saltwater on Earth (e.g., oceans, lakes, rivers, glaciers, groundwater, or polar ice caps).* | **Gr 2 SE/TE:**<br>136 The Oceans/Lakes and Ponds<br>137 Rivers and Streams/Glaciers<br><br>**Gr 2 TE Only:**<br>137b Apply Concepts<br><br>**Gr 4 SE/TE:**<br>266 Inquiry Explore It Where is Earth's water?<br>267 Water on Earth<br>268-269 Surface Water<br>270 Ground Water<br>274 The Water Cycle<br>283-284 Vocabulary Smart Cards<br><br>**Gr 4 TE Only:**<br>270 Differentiated Instruction<br>271a Inquiry Explore It Where is Earth's water?<br>271b Words to Know<br>271b Explain |

| 2018 Mississippi College-and-Career Readiness Standards for Science | Interactive Science, ©2016 Grade 3 |
|---|---|
| **3.10 Earth's Resources** | |
| **Conceptual Understanding:** Earth is made of materials that provide resources for human activities, and their use affects the environment in multiple ways. Some resources are renewable and others are not. | |
| **3.10 Students will demonstrate an understanding that all materials, energy, and fuels that humans use are derived from natural sources.** | |
| ***3.10.1*** *Identify some of Earth's resources that are used in everyday life such as water, wind, soil, forests, oil, natural gas, and minerals and classify as renewable or nonrenewable.* | **SE/TE:**<br>341 Technology and Science<br><br>See also<br>**Gr 4 SE/TE:**<br>93 Energy Changing Forms<br>194 Inquiry Explore It How can you collect the sun's energy?<br>195 Natural Resources<br>196-197 Renewable Resources<br>198 Nonrenewable Resources<br><br>**Gr 4 TE Only:**<br>197 Content Refresher<br>198 Content Refresher<br>198 Elaborate Science Notebook<br>198 Explain<br>199 From the Author<br>199a Inquiry Explore It How can you collect the sun's energy?<br>199b Words to Know<br>199b Explain<br>199b Apply Concepts<br>229d Performance Expectation Activity |
| ***3.10.2*** *Obtain and communicate information to exemplify how humans attain, use, and protect renewable and nonrenewable Earth resources.* | **Gr 4 SE/TE:**<br>196-197 Renewable Resources<br>198 Nonrenewable Resources<br>199 How Resources Can Last Longer<br><br>**Gr 4 TE Only:**<br>198 Elaborate Science Notebook<br>199 From the Author<br>229d Performance Expectation Activity |

| 2018 Mississippi College-and-Career Readiness Standards for Science | Interactive Science, ©2016 Grade 3 |
|---|---|
| ***3.10.3*** *Use maps and historical information to identify natural resources in the state connecting (a) how resources are used for human needs and (b) how the use of those resources impacts the environment.* | **Gr 4 SE/TE:**<br>197 Do the math! Read a Circle Graph<br>199 How Resources Can Last Longer – Apply<br><br>**Gr 4 TE Only:**<br>196 21st Century Learning |
| ***3.10.4*** *Design a process for cleaning a polluted environment (e.g., simulating an oil spill in the ocean or a flood in a city and creating a solution for containment and/or cleanup). Use an engineering design process to define the problem, design, construct, evaluate, and improve the environment.** | **SE/TE:**<br>156-159 STEM Activity Bird Feather Cleaning<br><br>See also<br>**Gr 4 SE/TE:**<br>234-237 STEM Activity Hold Back the Water |