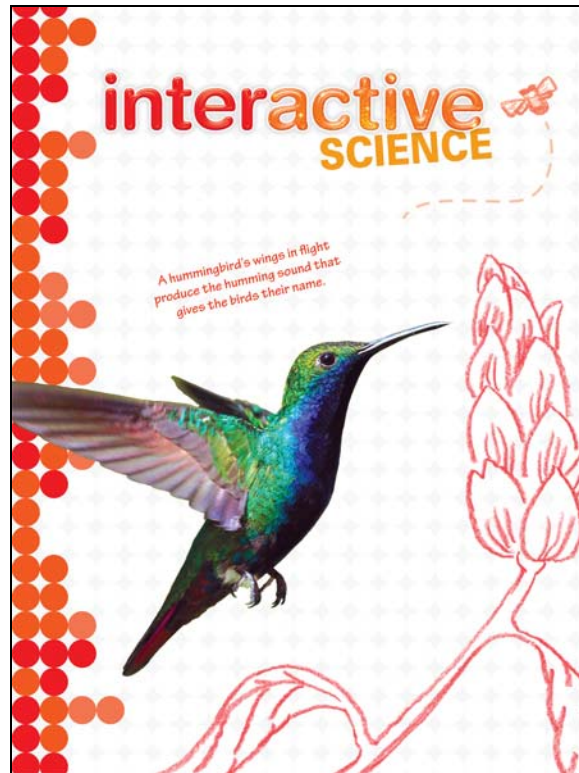


A Correlation of
Interactive Science
Grade 4, ©2016



To the
**2018 Mississippi
College-and-Career Readiness
Standards for Science**

A Correlation of Interactive Science ©2016, Grade 4 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 Readiness 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.

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2018 Mississippi College-and-Career Readiness Standards for Science	Interactive Science ©2016 Grade 4
GRADE FOUR: Life Science	
4.1 Hierarchical Organization	
Conceptual Understanding: All organisms need energy for growth and development. Animals have specialized structures and systems for obtaining and processing energy. These structures and systems cannot function properly without adequate nourishment. Living organisms can be adversely affected by environmental conditions or disease.	
4.1 Students will demonstrate an understanding of the organization functions and interconnections of the major human body systems.	
<p>4.1.1 <i>Use technology or other resources to research and discover general system function (e.g., machines, water cycle) as they relate to human organ systems and identify organs that work together to create organ systems.</i></p>	<p>SE/TE: xxii Quest, Make a Human Body Road Map, Quest Kick-off 274-275 The Water Cycle</p> <p>TE Only: 277b Apply Concepts</p> <p>See also Gr 3 SE/TE: 351 Work 352-353 Simple Machines</p> <p>Gr 3 TE Only: 353 Elaborate Science Notebook 355b Apply Concepts</p> <p>See also Gr 5 SE/TE: 112-113 Structures for Respiration and Circulation 364-367 Inquiry STEM Activity Is your Arm a Simple Machine?</p> <p>Gr 5 TE Only: 364-365 Background</p>
<p>4.1.2 <i>Obtain and communicate data to describe patterns that indicate the nature of relationships between human organ systems, which interact with one another to control digestion, respiration, circulation, excretion, movement, coordination, and protection from infection.</i></p>	<p>SE/TE: xxii Quest, Make a Human Body Road Map, Quest Kick-off, Quest Check in 4</p> <p>Gr 5 SE/TE: 112-113 Structures for Respiration and Circulation</p>

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<p align="center">2018 Mississippi College-and-Career Readiness Standards for Science</p>	<p align="center">Interactive Science ©2016 Grade 4</p>
<p>4.1.3 <i>Construct models of organ systems (e.g. circulatory, digestive, respiratory, muscular, skeletal, nervous) to demonstrate both the unique function of the system and how multiple organs and organ systems work together to accomplish more complex functions.</i></p>	<p>SE/TE: xxii Quest, Make a Human Body Road Map, Quest Findings</p> <p>See also Gr 5 SE/TE: 364-367 Inquiry STEM Activity Is your Arm a Simple Machine?</p>
<p>4.1.4 <i>Research and communicate how noninfectious diseases (e.g. diabetes, heart disease) and infectious diseases (e.g. cold, flu) serve to disrupt the function of the body system.</i></p>	<p>Supporting content SE/TE: xxii Quest, Make a Human Body Road Map, Quest Check in 4</p>
<p>4.1.5 <i>Using informational text, investigate how scientific fields, medical specialties, and research methods help us find new ways to maintain a healthy body and lifestyle (e.g. diet, exercise, vaccines, and mental health).</i></p>	<p>Supporting content SE/TE: xxii Quest, Make a Human Body Road Map</p>

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4.2 Reproduction and Heredity	
Conceptual Understanding: Scientists have identified and classified many types of plants and animals. Each plant or animal has a unique pattern of growth and development called a life cycle. All of Earth's cycles are driven by energy which can be traced back to the sun.	
4.2 Students will demonstrate an understanding of life cycles, including familiar plants and animals (e.g., reptiles, amphibians, or birds).	
<p>4.2.1 <i>Compare and contrast life cycles of familiar plants and animals.</i></p>	<p>SE/TE: 135 Life Cycles of Plants</p> <p>Gr 3 SE/TE: 135 Plant Life Cycles 136 Life Cycle of a Flowering Plant 137 Life Cycle of a Conifer Plant 138 Other Plant Life Cycles 176 Inquiry Explore It What is the life cycle of a grain beetle? 177 Life Cycles 178-179 Life Cycle of a Butterfly 180-181 Life Cycle of a Frog 182-183 Life Cycle of a Mammal 189-190 Vocabulary Smart Cards</p> <p>Gr 3 TE Only: 138 Differentiated Instruction 139b Explain 152D Metamorphosis 179 21st Century Learning 182 Elaborate 183a Inquiry Explore It What is the life cycle of a grain beetle? 183b Apply Concepts</p>

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<p>4.2.2 <i>Develop and use models to explain the unique and diverse life cycles of organisms other than humans (e.g., flowering plants, frogs, or butterflies) including commonalities (e.g., birth, growth, reproduction, or death).</i></p>	<p>Gr 3 SE/TE: 136 Life Cycle of a Flowering Plant 137 Life Cycle of a Conifer Plant 138 Other Plant Life Cycles 176 Inquiry Explore It What is the life cycle of a grain beetle? 178-179 Life Cycle of a Butterfly 180-181 Life Cycle of a Frog 182-183 Life Cycle of a Mammal 245 Life Cycle Poster</p> <p>Gr 3 TE Only: 138 Differentiated Instruction 178 Differentiated Instruction 179 21st Century Learning 183a Inquiry Explore It What is the life cycle of a grain beetle? 245a Performance Expectation Activity</p>
<p>4.6 Motions, Forces, and Energy</p>	
<p>Conceptual Understanding: As different forms of energy, heat and electricity can be produced in different ways and are transferred and conducted from one form or object to another. Some materials can be conductors or insulators of heat energy. Electricity can be transferred from place to place by electric currents to produce motion, sound, heat, or light.</p>	
<p>4.6A Students will demonstrate an understanding of the common sources and uses of heat and electric energy and the materials used to transfer heat and electricity.</p>	
<p>4.6A.1 <i>Obtain and communicate information to compare how different processes (including burning, friction, and electricity) serve as sources of heat energy.</i></p>	<p>SE/TE: 27 Absorption 32-33 Changes of Other Energy to Heat 81 Heat Lamps and Chicks 95 Heat from Electricity 111 Design a Device</p> <p>TE Only: 1D Specific Heat</p> <p>Gr 3 SE/TE: 48 Energy at Home</p>

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<p>4.6A.2 <i>Plan and conduct scientific investigations to classify different materials as either an insulator or conductor of electricity.</i></p>	<p>SE/TE: 80 Inquiry Try It What can electricity flow through? 88-89 How Electric Charges Flow 91 Got it? Classify</p> <p>TE Only: 88 Lightning Lab 91b Words to Know 91b Short Answer</p>
<p>4.6A.3 <i>Develop models demonstrating how heat and electrical energy can be transformed into other forms of energy (e.g., motion, sound, heat, or light).</i></p>	<p>SE/TE: 93 Energy Changing Form 94 Light from Electricity 95 Heat from Electricity 111 Design a Device</p> <p>TE Only: 111d Performance Expectation Activity</p>
<p>4.6A.4 <i>Develop models that demonstrate the path of an electric current in a complete, simple circuit (e.g., lighting a light bulb or making a sound).</i></p>	<p>SE/TE: 80 Inquiry Try It What can electricity flow through? 90-91 Circuits 92 Inquiry Explore It How can a switch make a complete circuit? 96-97 Inquiry Investigate It How does a circuit board work? 111 Design a Device</p> <p>TE Only: 90 Content Refresher 91b Apply Concept 95a Inquiry Explore It How can a switch make a complete circuit? 97a-d Inquiry Investigate It How does a circuit board work?</p>

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<p>4.6A.5 Use informational text and technology resources to communicate technological breakthroughs made by historical figures in electricity (e.g. Alessandro Volta, Michael Faraday, Nicola Tesla, Thomas Edison, incandescent light bulbs, batteries, Light Emitting Diodes).</p>	<p>SE/TE: 350 My Planet Diary</p> <p>TE Only: 89 Differentiated Instruction 89 Science to Social Studies 350, Explore 352, 21st Century Learning 355b, Apply Concepts 358, 21st Century Learning</p>
<p>4.6A.6 Design a device that converts any form of energy from one form to another form (e.g., construct a musical instrument that will convert vibrations to sound by controlling varying pitches, a solar oven that will convert energy from the sun to heat energy, or a simple circuit that can be used to complete a task). Use an engineering design process to define the problem, design, construct, evaluate, and improve the device.*</p>	<p>SE/TE: 111 Design a Device</p> <p>TE Only: 111d Performance Expectation Activity</p>
<p>Conceptual Understanding: Light, as a form of energy, has specific properties, including brightness. Light travels in a straight line until it strikes an object. The way light behaves when it strikes an object depends on the object's properties.</p>	
<p>4.6B Students will demonstrate an understanding of the properties of light as forms of energy.</p>	
<p>4.6B.1 Construct scientific evidence to support the claim that white light is made up of different colors. Include the work of Sir Isaac Newton to communicate results.</p>	<p>SE/TE: 22 Inquiry Explore It What are some colors in white light? 24 Light Waves We See 25 Prisms</p> <p>TE Only: 24 At-Home Lab 25 Elaborate Science Notebook 27a Inquiry Explore It What are some colors in white light? 27b Words to Know</p> <p>Gr 5 SE/TE: 84</p> <p>Gr 5 TE Only: 84 Content Refresher</p>

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<p>4.6B.2 <i>Obtain and communicate information to explain how the visibility of an object is related to light.</i></p>	<p>SE/TE: 24 Light Waves We See</p> <p>TE Only: 111g Performance Expectation Activity</p>
<p>4.6B.3 <i>Develop and use models to communicate how light travels and behaves when it strikes an object, including reflection, refraction, and absorption.</i></p>	<p>SE/TE: 26-27 Light and Matter</p> <p>TE Only: 27b Words to Know 27b Explain</p> <p>Gr 3 SE/TE: 58 Inquiry Explore It What happens when light is reflected in many directions? 60-61 How Light Changes 62-63 Light and Objects</p> <p>Gr 3 TE Only: 65a Inquiry Explore It What happens when light is reflected in many directions? 65b Words to Know 65b Explain</p>
<p>4.6B.4 <i>Plan and conduct scientific investigations to explain how light behaves when it strikes transparent, translucent, and opaque materials.</i></p>	<p>SE/TE: 26 Light and Matter</p> <p>Gr 3 SE/TE: 59 Path of Light</p>

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<p>Conceptual Understanding: Sound, as a form of energy, is produced by vibrating objects (matter) and has specific properties, including pitch and volume. Sound travels through air and other materials and is used to communicate information in various forms of technology.</p>	
<p>4.6C Students will demonstrate an understanding of the properties of sound as a form of energy.</p>	
<p>4.6C.1 Plan and conduct scientific investigations to test how different variables affect the properties of sound (i.e., pitch and volume).</p>	<p>SE/TE: 20 Pitch 20 Volume</p> <p>TE Only: 20 Lightning Lab</p> <p>Gr 3 SE/TE: 70 Inquiry Explore It What can affect the sound made by a rubber band? 73 Lightning Lab</p> <p>Gr 3 TE Only: 73 Lightning Lab 74 Activities Content 75a Inquiry Explore It What can affect the sound made by a rubber band?</p>
<p>4.6C.2 In relation to how sound is perceived by humans, analyze and interpret data from observations and measurements to report how changes in vibration affect the pitch and volume of sound.</p>	<p>SE/TE: 20-21 Pitch/Volume</p> <p>TE Only: 20 Lightning Lab</p> <p>Gr 3 SE/TE: 70 Inquiry Explore It What can affect the sound made by a rubber band? 71 Sound 72 How Sound Travels 73 Volume 74-75 Pitch</p> <p>Gr 3 TE Only: 73 Lightning Lab 73 21st Century Learning 74 Activities Content 75a Inquiry Explore It What can affect the sound made by a rubber band?</p>

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<p>4.6C.3 <i>Obtain and communicate information about scientists who pioneered in the science of sound, (e.g., Alexander Graham Bell, Robert Boyle, Daniel Bernoulli, and Guglielmo Marconi).</i></p>	<p>Supporting content SE/TE: 70, Lesson 5, What is sound energy?</p>
<p>GRADE FOUR: Earth and Space Science</p>	
<p>4.9 Earth's Systems and Cycles</p>	
<p>Conceptual Understanding: Earth's atmosphere is a mixture of gases, including water vapor and oxygen. Water, which is found almost everywhere on Earth, including the atmosphere, changes form and cycles between Earth's surface to the air and back again. This cycling of water is driven by energy from the sun. The movement of water in the water cycle is a major process that influences weather conditions. Clouds form during this cycle and various types of precipitation result.</p>	
<p>4.9A Students will demonstrate an understanding of how the water cycle is propelled by the sun's energy.</p>	
<p>4.9A.1 <i>Develop and use models to explain how the sun's energy drives the water cycle. (e.g., evaporation, condensation, precipitation, transpiration, runoff, and groundwater).</i></p>	<p>SE/TE: 116-119 STEM Activity Natural Humidifier 270 Groundwater 272 Inquiry Explore It How can water move in the water cycle? 273 Recycled Water 274-275 The Water Cycle</p> <p>TE Only: 277a Inquiry Explore It How can water move in the water cycle? 277b Words to Know 277b Explain 277b Apply Concepts</p>

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<p>Conceptual Understanding: Scientists record patterns in weather conditions over time and across the globe to make predictions about what kind of weather might occur next. Climate describes the range of an area's typical weather conditions and the extent to which those conditions vary over long periods of time.</p>	
<p>4.9B Students will demonstrate an understanding of weather and climate patterns.</p>	
<p>4.9B.1 <i>Analyze and interpret data (e.g., temperature, precipitation, wind speed/direction, relative humidity, or cloud types) to predict changes in weather over time.</i></p>	<p>Gr 3 SE/TE: 258 Inquiry Explore It What is the daily temperature? 259 Weather 266 Inquiry Explore It How does an anemometer work? 267 Why We Measure Weather 268 Tools for Measuring Weather 269 Air Pressure 276-277 Inquiry Investigate It How are clouds and the weather related? 289 Measure Rainfall</p> <p>Gr 3 TE Only: 246C Clouds 246D Under Pressure 246E Lightning Lab 265a Inquiry Explore It What is the daily temperature? 268 Activities Content 269 Differentiated Instruction 269a Inquiry Explore It How does an anemometer work? 269b Words to Know 269b Explain 269b Apply Concept 277a-d Inquiry Investigate It How are clouds and the weather related?</p> <p>Gr 5 SE/TE: 217 Weather 218 Barometric Pressure 219 Temperature 220 Winds 221 Water in the Atmosphere 226-227 Precipitation 228-229 Types of Clouds 312 Rain Gauge</p>

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<p>(Continued) 4.9B.1 Analyze and interpret data (e.g., temperature, precipitation, wind speed/direction, relative humidity, or cloud types) to predict changes in weather over time.</p>	<p>(Continued) Gr 5 TE Only: 221 Content Refresher 223b Words to Know 223b Explain</p>
<p>4.9B.2 Construct explanations about regional climate differences using maps and long-term data from various regions.</p>	<p>Gr 3 SE/TE: 260-261 Climate 264 Do the math Interpret a Graph 265 Seasonal Weather Data</p> <p>Gr 3 TE Only: 260 Lightning Lab 261 Elaborate Science Notebook 261 21st Century Learning 289b Performance Expectation Activity</p> <p>Gr 5 SE/TE: 234 Bodies of Water 235 Elevation</p> <p>Gr 5 TE Only: 234 Lightning Lab 234 Content Refresher 235 21st Century Learning</p>
<p>4.9B.3 Design weather instruments utilized to measure weather conditions (e.g., barometer, hygrometer, rain gauge, anemometer, or wind vane). Use an engineering design process to define the problem, design, construct, evaluate, and improve the weather instrument.*</p>	<p>Gr 5 SE/TE: 318-321 STEM Activity Where's the Wind Going?</p>

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<p>Conceptual Understanding: Earth's oceans and landforms can be affected in various ways by natural processes in one or more of Earth's spheres (i.e., atmosphere, biosphere, geosphere, and hydrosphere). Humans cannot eliminate natural hazards caused by these processes but can take steps to reduce their impacts. Human activities can affect the land and oceans in positive and negative ways.</p>	
<p>4.9C Students will demonstrate an understanding of how natural processes and human activities affect the features of Earth's landforms and oceans.</p>	
<p>4.9C.1 <i>Analyze and interpret data to describe and predict how natural processes (e.g., weathering, erosion, deposition, earthquakes, tsunamis, hurricanes, or storms) affect Earth's surface.</i></p>	<p>SE/TE: 234-237 Inquiry STEM Activity Hold Back the Water 254 Inquiry Explore It How does a rock wear away? 255 Earth's Surface 256-257 Weathering 258 Erosion 259 Deposition 260 My Planet Diary Science Stats 261 Earth's Moving Plates 263 Earthquakes 265 Lightning Lab</p> <p>TE Only: 230E At-Home Labs 234-235 Background 256 Explain 257 Elaborate 259a Inquiry Explore It How does a rock wear away? 259b Words to Know 259b Explain 260 Explore 264 Lightning Lab 265a My Planet Diary Science Stats 295a Performance Expectation Activity</p>

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<p>4.9C.2 <i>Develop and use models to explain the effect of the movement of water on the ocean shore zone, including beaches, barrier islands, estuaries, and inlets.</i></p>	<p>SE/TE: 258 Erosion</p> <p>TE Only: 259b Apply Concepts</p> <p>Gr 3 SE/TE: 220 Natural Events Cause Change</p>
<p>4.9C.3 <i>Construct scientific arguments from evidence to support claims that human activities, such as conservation efforts or pollution, affect the land, oceans, and atmosphere of Earth.</i></p>	<p>SE/TE: 4-7 Inquiry STEM Activity Is It Cold in Here? 199 How Resources Can Last Longer 289 Robotic Fish 373 Green Transportation</p> <p>TE Only: 4 Background 199b Apply Concept</p> <p>Gr 3 SE/TE: 216 Inquiry Explore It How can pollution affect an organism? 220 Conserve Water</p> <p>Gr 3 TE Only: 220 Conserve Water 223a Inquiry Explore It How can pollution affect an organism?</p> <p>Gr 5 SE/TE: 175 People Change Ecosystems 177 Regulation and Conservation 195 Local Resources</p> <p>Gr 5 TE Only: 176 21st Century Learning 177b Apply Concepts 195d Performance Expectation Activity</p>
<p>4.9C.4 <i>Research and explain how systems (i.e., the atmosphere, geosphere, and/or hydrosphere), interact and support life in the biosphere.</i></p>	<p>Gr 5 SE/TE: 313a Performance Expectation Activity</p>

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<p>4.9C.5 Obtain and communicate information about severe weather phenomena (e.g., thunderstorms, hurricanes, or tornadoes) to explain steps humans can take to reduce the impact of severe weather events.</p>	<p>Gr 3 SE/TE: 249 Tornado 270 Inquiry Explore It What do tornadoes look like? 271 Thunderstorms 272-273 Tornadoes 274-275 Hurricanes</p> <p>Gr 3 TE Only: 270 Lab Support 272 Common Misconception 273 Content Refresher 273 At-Home Lab 275 21st Century Learning 275 Evaluate 275a Inquiry Explore It What do tornadoes look like? 275b Apply Concepts</p>
<p>GRADE FOUR: Earth and Space Science</p>	
<p>4.10 Earth's Resources</p>	
<p>Conceptual Understanding: Energy and fuels are derived from natural sources and human use of these materials affects the environment in multiple ways. Due to limited natural resources, humans are exploring the use of abundant solar, water, wind, and geothermal energy resources to develop innovative, high-tech renewable energy systems.</p>	
<p>4.10 Students will demonstrate an understanding of the various sources of energy used for human needs along with their effectiveness and possible impacts.</p>	
<p>4.10.1 Organize simple data sets to compare energy and pollution output of various traditional, non-renewable resources (e.g. coal, crude oil, wood).</p>	<p>SE/TE: 198 Nonrenewable Resources</p> <p>TE Only: 196 21st Century Learning 198 Elaborate Science Notebook 198 Explain 199 From the Author Energy Resources 199b Words to Know 229d Performance Expectation Activity</p> <p>Gr 3 SE/TE: 54 Go Green Reduce Energy Usage 93 Go Green Electrical Energy Conservation</p>

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<p>4.10.2 <i>Use technology or informational text to investigate, evaluate, and communicate various forms of clean energy generation.</i></p>	<p>SE/TE: 194 Inquiry Explore It How can you collect the sun's energy? 196-197 Renewable Resources</p> <p>TE Only: 197 Content Refresher 199 From the Author Energy Resources 199a Inquiry Explore It How can you collect the sun's energy? 199b Words to Know 229d Performance Expectation Activity</p> <p>Gr 3 SE/TE: 42-45 Inquiry STEM Activity Sun, Light, Energy 341 Technology and Energy 347 Problems and Solutions</p> <p>Gr 3 TE Only: 42-43 Background</p>