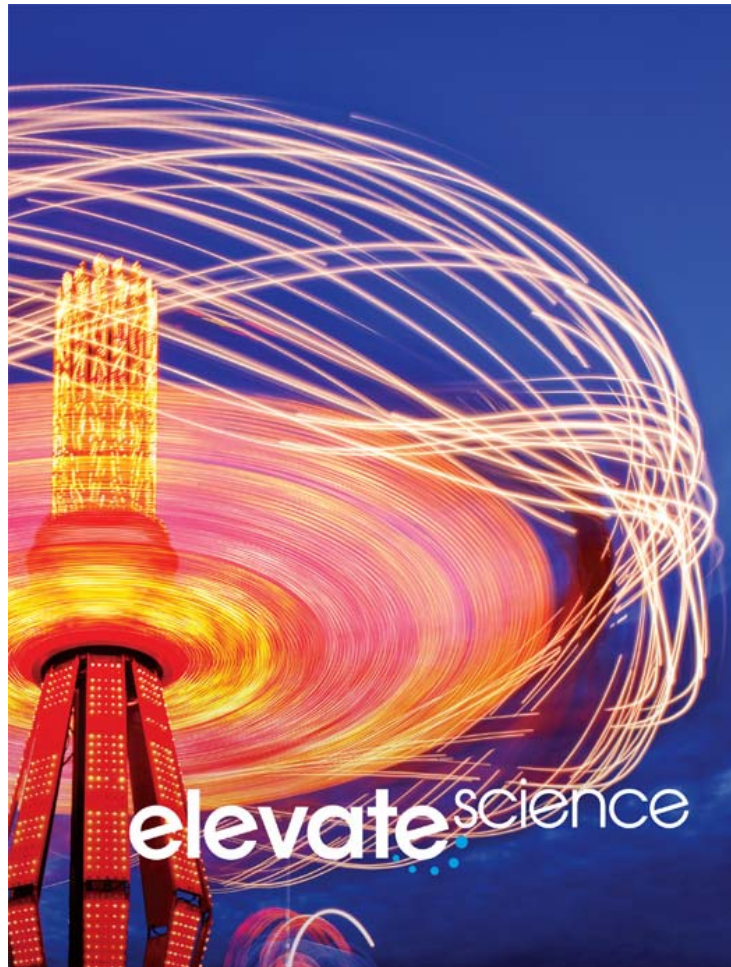


A Correlation of
Elevate Science
Grade 3, ©2019



To the
**Utah Science and Engineering Education
Standards (SEEd)
Grade 3**

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To the
Utah SEEd Standards for Grade 3**

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INTRODUCTION	
<p>The third-grade SEEd standards provide a framework for students to analyze and interpret data to reveal patterns that indicate typical weather conditions expected during a particular season. Students develop and use models to describe changes that organisms go through during their life cycle. Students plan and carry out investigations that provide evidence of the effects of balanced and unbalanced forces on the motion of an object. Additionally, students design solutions to problems that exist in these areas.</p>	
Strand 3.1: WEATHER AND CLIMATE PATTERNS	
<p>Weather is a minute-by-minute, day-by-day variation of the atmosphere’s condition on a local scale. Scientists record patterns of weather across different times and areas so that they can make weather forecasts. Climate describes a range of an area’s typical weather conditions and the extent to which those conditions vary over a long period of time. A variety of weather- related hazards result from natural processes. While humans cannot eliminate natural hazards, they can take steps to reduce their impact.</p>	
<p>Standard 3.1.1 Analyze and interpret data to reveal patterns that indicate typical weather conditions expected during a particular season.</p> <p>Emphasize students gathering data in a variety of ways and representing data in tables and graphs. Examples of data could include temperature, precipitation, or wind speed. (ESS2.D)</p>	<p>SE/TE:</p> <p>uInvestigate Lab: How does the amount of water change over time?, 91 Seasonal Weather Changes: STEM Connection, 100 uInvestigate Lab: When is the air dry?, 101 Assessment, Question 3, 120 uDemonstrate Lab: What can barometric pressure tell you?, 124-125 Quest Kickoff: Climates on Location, 128-129 uInvestigate Lab: How do mountains affect climate?, 153 Quest Check-In: Explore the World, 159 Quest Findings: Climates on Location, 160 uDemonstrate Lab: What affects the climate in a region?, 166-167</p> <p>Realize™ Digital Resources:</p> <p>Weather</p> <p>>Lesson 1, Water and Weather>Interactivity: Fog and the Water Cycle;> Video: Wild Weather! >Lesson 2, Seasonal Weather Changes>Video: Seasonal Weather Changes;>City Weather Sheet; > Interactivity: Weather in Different Seasons</p> <p>Climate</p> <p>> Topic Launch>Quest Kickoff: Climate on Location >Topic Close>Quest Findings</p>

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<p>Standard 3.1.2 Obtain and communicate information to describe climate patterns in different regions of the world.</p> <p>Emphasize how climate patterns can be used to predict typical weather conditions. Examples of climate patterns could be average seasonal temperature and average seasonal precipitation. (ESS2.D)</p>	<p>SE/TE: Lesson 2 Check: Question 1, 107 Quest Kickoff: Climates on Location, 128-129 Lesson 3 World Climates: Local-To-Global, 152 uInvestigate Lab: How do mountains affect climate?, 153 World Climate Zones, 156 Quest Check-In: Explore the World, 159 Evidence-Based Assessment: Questions 1-3, 164-165</p> <p>TE Only: 21st Century Skills: Doing Research Using the Internet, 156</p> <p>Realize™ Digital Resources: Climate > Topic Launch> Quest Kickoff: Climates on Location > Lesson 1,>Video: Climates; >Virtual Lab: Climbing for Climate;>Interactivity: Classifying Weather and Climate >Lesson 2, Climate Change>Video: Climate Change; > Interactivity: Climate Changes; >uEngineer It: Climate Change and Your Garden >Lesson 3, World Climates>Video: World Climates; > Interactivity: Earth's Climate >Topic Close> Quest Findings: Climates on Location</p>

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<p>Standard 3.1.3 Design a solution that reduces the effects of a weather-related hazard.</p> <p>Define the problem, identify criteria and constraints, develop possible solutions, analyze data from testing solutions, and propose modifications for optimizing a solution. Examples could include barriers to prevent flooding or wind-resistant roofs. (ESS3.B, ETS1.A, ETS1.B, ETS1.C)</p>	<p>SE/TE: uEngineer It! STEM: Wild Weather!, 98-99 Quest Check-In: A Roof for All Seasons, 108 STEM uInvestigate Lab: How can you stop a flood?, 111 Quest Connection: What are some ways that a roof can keep you safe in a storm?, 112 Reduce the Impact, 113 STEM Quest Check-In: How can a roof be improved?, 116-117 Quest Findings STEM: Hold on to your roof!, 118-119 Science and Engineering Practices Handbook: Engineering Practices, Designing Solutions, EM11</p> <p>Realize™ Digital Resources: Weather > Topic Launch>STEM Quest Kickoff: Hold on to Your Roof! >Lesson 3, Weather Hazards>Video: Weather Hazards;>Virtual Lab: Build a Weather-Proof Home >Topic Close>STEM Quest Findings: Hold on to Your Roof!</p>

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Strand 3.2: EFFECTS OF TRAITS ON SURVIVAL	
<p>Organisms (plants and animals, including humans) have unique and diverse life cycles, but they all follow a pattern of birth, growth, reproduction, and death. Different organisms vary in how they look and function because they have different inherited traits. An organism's traits are inherited from its parents and can be influenced by the environment. Variations in traits between individuals in a population may provide advantages in surviving and reproducing in particular environments. When the environment changes, some organisms have traits that allow them to survive, some move to new locations, and some do not survive. Humans can design solutions to reduce the impact of environmental changes on organisms.</p>	
<p>Standard 3.2.1 Develop and use models to describe changes that organisms go through during their life cycles.</p> <p>Emphasize that organisms have unique and diverse life cycles but follow a pattern of birth, growth, reproduction, and death.</p> <p>Examples of changes in life cycles could include how some plants and animals look different at different stages of life or how other plants and animals only appear to change size in their life. (LS1.B)</p>	<p>SE/TE: <ul style="list-style-type: none"> uInvestigate Lab: How are life cycles similar and different?, 175 Diversity of Living Things, 176 Plant Reproduction, 177 uBe a Scientist: Observing Growth, 177 Visual Literacy Connection: How are life cycles the same?, 180-181 Science and Engineering Practices Handbook: Science Practices, Developing and Using Models, EM6 Science and Engineering Practices Handbook: Engineering Practices, Using Models and Prototype, EM12 </p> <p>TE Only: Focus on Mastery!: Developing and Using Models, 175</p> <p>Realize™ Digital Resources: Life Cycle and Traits > Lesson 1, Life Cycles>Video: Life Cycles; >Life Cycle Sheet;>Interactivity: Compare Life Cycles</p>

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<p>Standard 3.2.2 Analyze and interpret data to identify patterns of traits that plants and animals have inherited from parents.</p> <p>Emphasize the similarities and differences in traits between parent organisms and offspring and variation of traits in groups of similar organisms. (LS3.A, LS3.B)</p>	<p>SE/TE: ulInvestigate Lab: How do offspring compare to their parents?, 185 Traits from Parents, 186 Traits of Parents and Offspring, 187 Traits in Similar Plants, 188 Traits in Similar Animals, 189 Sunlight and Plant Traits, 200 Assessment: Question 3, 204 Assessment: Questions 5-7, The Essential Question, 205 Evidence-Based Assessment: Questions 1-3, 206-207 uDemonstrate Lab: How can you use evidence to support that a trait is inherited?, 208-209</p> <p>TE Only: Focus on Mastery!: Analyzing and Interpreting Data, 185, 188</p> <p>Realize™ Digital Resources: Life Cycle and Traits > Lesson 2, Inherited Traits;> Video: Inherited Traits;>Virtual Lab: What Will It Look Like?> >Interactivity: From Parents to Offspring;>uEngineer It! Video: A Fruitful Change</p>

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<p>Standard 3.2.3 Construct an explanation that the environment can affect the traits of an organism.</p> <p>Examples could include that the growth of normally tall plants is stunted with insufficient water or that pets given too much food and little exercise may become overweight. (LS3.B)</p>	<p>SE/TE: ulInvestigate Lab: How can the environment affect an organism?, 195 Inherited Traits and the Environment, 196 Crosscutting Concepts Toolbox: Cause and Effect, 196 Environmental Factors, 197 Interactivity, 197 Visual Literacy Connection: How can environmental factors affect organisms?, 198-199 Sunlight and Plant Traits, 200 Lesson 3 Check: Questions 1, 2, 200 Quest Check-In: Set the Scene, 201 Assessment: Question 4, 204 Assessment: The Essential Question, 205 Evidence-Based Assessment: Questions 4-6, 207 ulInvestigate Lab, 233</p> <p>Realize™ Digital Resources: Life Cycle and Traits > Lesson 3, Traits Influenced by the Environment > Video: Traits Influenced by the Environment; > Interactivity: The Environment Affects Characteristics</p>

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<p>Standard 3.2.4 Construct an explanation showing how variations in traits and behaviors can affect the ability of an individual to survive and reproduce.</p> <p>Examples of traits could include large thorns protecting a plant from being eaten or strong smelling flowers to attracting certain pollinators. Examples of behaviors could include animals living in groups for protection or migrating to find more food. (LS2.D, LS4.B)</p>	<p>SE/TE: 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 survive?, 218-219 Differences Can Help Living Things, 221 Interactivity, 221 Lesson 1 Check: Question 2, 221 uInvestigate Lab: How do some birds fly so far?, 225 Visual Literacy Connection: Why do animals form groups?, 226-227 Animal Groups, 228-229 Interactivity, 228 Evidence-Based Assessment: Question 3, 249</p> <p>Realize™ Digital Resources: Adaptations and Survival > Lesson 1, Survival of Individuals>Video: Survival of Individuals;>Virtual Lab: Adapting to Life Under the Sea;>Interactivity: Camouflage Helps Animals >Lesson 2, Survival of Groups >Video: Survival of Groups;>Interactivity: Animal Groups</p>

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<p>Standard 3.2.5 Engage in argument from evidence that in a particular habitat (system) some organisms can survive well, some survive less well, and some cannot survive at all.</p> <p>Emphasize that organisms and habitats form systems in which the parts depend upon each other. Examples of evidence could include needs and characteristics of the organisms and habitats involved such as cacti growing in dry, sandy soil but not surviving in wet, saturated soil. (LS4.C)</p>	<p>SE/TE: uInvestigate Lab: How do sea lions stay warm in cold waters?, 217 Visual Literacy Connection: How do living things survive?, 218-219 Survival in Different Habitats, 220 Differences Can Help Living Things, 221 Lesson 1 Check: Question 2, 221 Quest Check-In Lab: How are living things suited to their habitats?, 222-223 Evidence-Based Assessment: Question 3, 249 uDemonstrate Lab: How well will the rabbit survive?, 250-251 uInvestigate Lab: How can you use evidence to infer climate change?, 279 Climate Change and Extinction, 283 Assessment: Question 2, 289 uDemonstrate Lab: What were this organism and its environment like?, 292-293</p> <p>Realize™ Digital Resources: Adaptations and Survival > Lesson 1, Survival of Individuals>Video: Survival of Individuals;>Virtual Lab: Adapting to Life Under the Sea; > Interactivity: Camouflage Helps Animals</p>

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<p>Standard 3.2.6 Design a solution to a problem caused by a change in the environment that impacts the types of plants and animals living in that environment.</p> <p>Define the problem, identify criteria and constraints, and develop possible solutions. Examples of environmental changes could include changes in land use, water availability, temperature, food, or changes caused by other organisms. (LS2.C, LS4.D, ETS1.A, ETS1.B, ETS1.C)</p>	<p>SE/TE: Quest Kickoff: Design a Mystery Creature, 170-171 Quest Findings: STEM Design a Mystery Creature, 202 Plan It!, 239 Quest Findings: STEM Help the Pond Organisms Survive, 244</p> <p>Realize™ Digital Resources: Adaptations and Survival > Topic Launch>STEM Quest Kickoff: Help the Pond Organisms Survival >Lesson 3, Survival When Environments Change> Video: Survival When Environments Change; > Interactivity: Environmental Changes;>Video: Have your fun, and be considerate too! >Topic Close>STEM Quest Findings: Help the Pond Organisms Survive</p>

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Strand 3.3: FORCE AFFECTS MOTION	
<p>Forces act on objects and have both a strength and a direction. An object at rest typically has multiple forces acting on it, but they are balanced, resulting in a zero net force on the object. Forces that are unbalanced can cause changes in an object’s speed or direction of motion. The patterns of an object’s motion in various situations can be observed, measured, and used to predict future motion. Forces are exerted when objects come in contact with each other; however, some forces can act on objects that are not in contact. The gravitational force of Earth, acting on an object near Earth’s surface, pulls that object toward the planet’s center. Electric and magnetic forces between a pair of objects can act at a distance. The strength of these non-contact forces depends on the properties of the objects and the distance between the objects.</p>	
<p>Standard 3.3.1 Plan and carry out investigations that provide evidence of the effects of balanced and unbalanced forces on the motion of an object. Emphasize investigations where only one variable is tested at a time.</p> <p>Examples could include an unbalanced force on one side of a ball causing it to move and balanced forces pushing on a box from both sides producing no movement. (PS2.A, PS2.B)</p>	<p>SE/TE: Quest Kickoff: STEM Pinball Wizard, 2-3 uConnect Lab: How do things move?, 4 STEM uInvestigate Lab: How can you hold up an object?, 35 Measuring Forces, 39 Math Toolbox: Design Solutions, 39 STEM Quest Check-In Lab: How can you control your flippers?, 40-41 uInvestigate Lab: How can you keep objects in the air?, 57 STEM uInvestigate Lab: How can you make a magnet?, 67</p> <p>Realize™ Digital Resources: Motion and Forces > Topic Launch> Quest Kickoff: Pinball Wizard! > Lesson 3, Forces and Motion> Interactivity: A Force and Motion Adventure; >Virtual Lab: Use Force to Chart a Safe Course >Lesson 4, Balanced and Unbalanced Forces> Video: Balanced and Unbalanced Forces; >Interactivity: Motion and Friction >Topic Close>Quest Findings: Pinball Wizard!</p>

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<p>Standard 3.3.2 Analyze and interpret data from observations and measurements of an object’s motion to identify patterns in its motion that can be used to predict future motion.</p> <p>Examples of motion with a predictable pattern could include a child swinging on a swing or a ball rolling down a ramp. (PS2.A, PS2.C)</p>	<p>SE/TE: uConnect Lab: How do things move?, 4 uInvestigate Lab: How fast can it Move?, 7 uInvestigate Lab: How can you describe the motion of an object?, 17 Patterns of Motion, 18 Math Toolbox: Multiply and Divide, 18 Visual Literacy Connection: How high can it fly?, 20-21 uInvestigate Lab, What makes it move?, 25 STEM uDemonstrate Lab: Why do objects move?, 48-49</p> <p>Realize™ Digital Resources: Motion and Forces > Topic Launch>Quest Kickoff: Pinball Wizard! >Lesson 1, Motion>Video: Motion;> Interactivity: Observing at the Airport >Lesson 2, Pattern in Motion>Video: Patterns in Motion; >Interactivity: Patterns in the Motion of Rides >Lesson 3, Forces and Motion>Interactivity: A Force and Motion Adventure;>Interactivity: Contact and Non-contact Forces >Lesson 4, Balanced and Unbalanced Forces> Interactivity: Motion >Topic Close: Quest Findings: Pinball Wizard!</p>

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<p>Standard 3.3.3 Construct an explanation that the gravitational force exerted by Earth causes objects to be directed downward, toward the center of the spherical Earth.</p> <p>Emphasize that “downward” is a local description depending on one’s position on Earth. (PS2.B)</p>	<p>SE/TE: uConnect Lab: How do things move?, 4 Visual Literacy Connection, Gravity, 28 Visual Literacy Connection, #1, Gravity, 36 Lesson 4 Check, 39 Evidence-Based Assessment, 46-47 uDemonstrate Lab, Why do objects move?, 48-49</p> <p>TE Only: Focus on Mastery!, Cause and Effect, 28</p> <p>Realize™ Digital Resources: Motion and Forces > Lesson 3, Forces and Motion>Interactivity: Contact and Non-contact Forces</p>
<p>Standard 3.3.4 Ask questions to plan and carry out an investigation to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.</p> <p>Emphasize how static electricity and magnets can cause objects to move without touching. Examples could include the force an electrically charged balloon has on hair, how magnet orientation affects the direction of a force, or how distance between objects affects the strength of a force. Electrical charges and magnetic fields will be taught in Grades 6 through 8. (PS2.B)</p>	<p>SE/TE: uConnect Lab: How can you move objects without touching them?, 54 uInvestigate Lab: How can you keep objects in the air?, 57 STEM uInvestigate Lab: How can you make a magnet?, 67 STEM Quest Check-In Lab: How can magnets sort objects by weight?, 72-73 uEngineer It! Build STEM: Moving Along, 74-75 STEM uDemonstrate Lab: How can you use a force? 82-83 Science and Engineering Practices Handbook: Science Practices, Ask Questions, 294</p> <p>Realize™ Digital Resources: Electricity and Magnetism > Lesson 1, Electric Forces>Video: Electric Forces; >Interactivity: What’s the Charge > Lesson 2, Magnetic Forces>Video: Magnetic Forces;>Virtual Lab: Make It Move;>uEngineer It! Interactivity: Magnetic Machines</p>

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<p>Standard 3.3.5 Design a solution to a problem in which a device functions by using scientific ideas about magnets.</p> <p>Define the problem, identify criteria and constraints, develop possible solutions using models, analyze data from testing solutions, and propose modifications for optimizing a solution. Examples could include a latch or lock used to keep a door shut or a device to keep two moving objects from touching each other. (PS2.B, ETS1.A, ETS1.B, ETS1.C)</p>	<p>SE/TE: STEM Quest Check-In Lab: How can magnets sort objects by weight?, 72-73 uEngineer It! Build STEM: Moving Along, 74-75 STEM uDemonstrate Lab: How can you use a Force? 82-83 Science and Engineering Practices Handbook: Engineering Practices, Defining Problem, EM10</p> <p>Realize™ Digital Resources: Electricity and Magnetism > Topic Launch>STEM Quest Kickoff;> Video: Weigh to Go >Lesson 2, Magnetic Forces>Video: Magnetic Forces;>Virtual Lab: Make It Move!;>uEngineer It! Interactivity: Magnetic Machines</p>

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