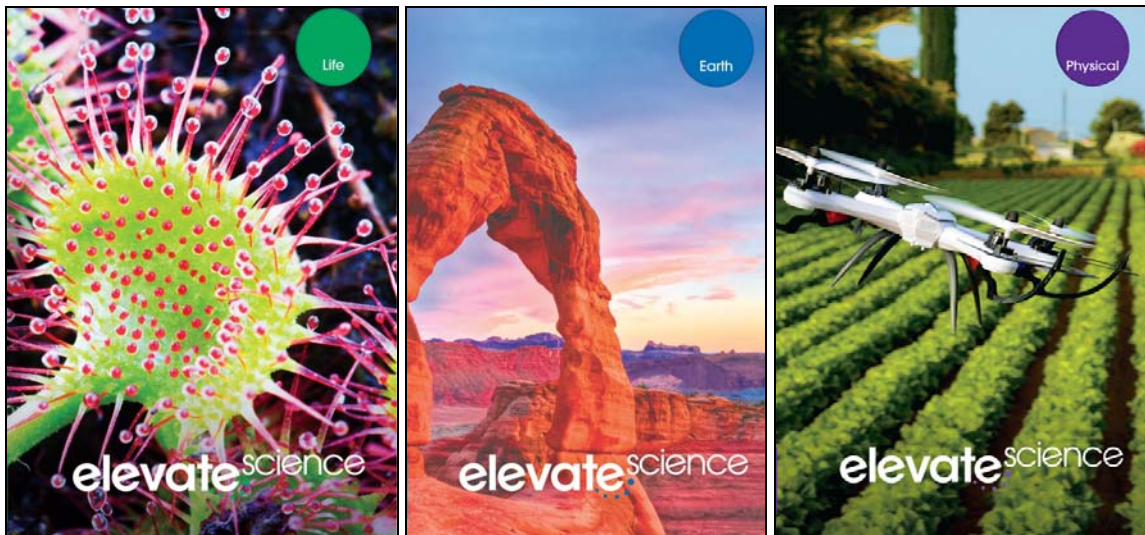


A Correlation of

Elevate Science

Life, Earth, & Physical

©2019



To the

Utah Science and Engineering Education Standards (SEEd)

Grade 7

**A Correlation of Elevate Science ©2019: Life, Earth, and Physical
To the
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<p>7.1 Forces are Interactions Between Matter Forces are push or pull interactions between two objects. Changes in motion, balance and stability, and transfers of energy are all facilitated by forces on matter. Forces, including electric, magnetic, and gravitational forces, can act on objects that are not in contact with each other. Scientists use data from many sources to examine the cause and effect relationships determined by different forces.</p>	
<p>7.1.1 Carry out an investigation which provides evidence that a change in an object’s motion is dependent on the mass of the object and the sum of the forces acting on it. Various experimental designs should be evaluated to determine how well the investigation measures an object’s motion. Emphasize conceptual understanding of Newton’s First and Second Laws. Calculations will only focus on one-dimensional movement; the use of vectors will be introduced in high school.</p>	<p>SE/TE: Elevate Science Physical: Newton’s First Law of Motion, 471 Interactivity, 471, 474 Newton’s Second Law of Motion, 472-474 Newton’s Laws Together, 477 Lesson 3 Check, 478 Quest Check-In, 478 uEngineer It!: Generating Energy from Potholes, 479 Topic Review and Assess, 490-491 uDemonstrate Lab: Stopping on a Dime, 494-497</p> <p>Realize™ Digital Resources: Elevate Science Physical: Topic 10: Forces and Motion >Topic Launch>uConnect Lab: Identifying Motion >Lesson 1: Describing Motion and Force: >uInvestigate Lab: Motion Commotion >Lesson 3: Newton’s Laws of Motion>uInvestigate Lab: Newton Scooters; >Enrichment: Newton’s Laws of Motion</p>

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<p>7.1.2 Apply Newton’s Third Law to design a solution to a problem involving the motion of two colliding objects in a system. Examples could include collisions between two moving objects or between a moving object and a stationary object.</p>	<p>SE/TE: Elevate Science Physical: Quest Kickoff: How can you take the crash out of a collision?, 448-449 Hands-On Lab: uInvestigate, 475 uEngineer It!: Generating Energy from Potholes, 479 Quest Findings, 493 uDemonstrate Lab: Stopping on a Dime, 494-497</p> <p>Realize™ Digital Resources: Elevate Science Physical: Topic 10: Forces and Motion >Lesson 3: Newton’s Laws of Motion>Quest Check-In Interactivity: Apply Newton’s Laws of Motion >Lesson 4: Friction and Gravitational Interactions>Quest Check-In Lab: Bumping Cars, Bumper Solutions</p>
<p>7.1.3 Construct a model using observational evidence to describe the nature of fields existing between objects that exert forces on each other even though the objects are not in contact. Emphasize the cause and effect relationship between properties of objects (such as magnets or electrically-charged objects) and the forces they exert.</p>	<p>SE/TE: Elevate Science Physical: Hands-On Lab: uInvestigate, 252 Model It!: Combined Magnetic Field Lines, 255 Model It!: Magnetic Field Strength, 261 uDemonstrate Lab: Planetary Detective, 282-283</p> <p>Realize™ Digital Resources: Elevate Science Physical: Topic 6: Electricity and Magnetism >Lesson 2: Magnet Force>Interactivity: Modeling Magnetic Forces; >Enrichment: Magnetic Fields >Lesson 3: Electromagnetic Force>Interactivity: Electromagnetism</p>

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<p>7.1.4 Collect and analyze data to determine the factors that affect the strength of electric and magnetic forces. Examples could include electromagnets, electric motors, or generators. Examples of data could include the effect of the number of turns of wire on the strength of an electromagnet, or of increasing the number or strength of magnets on the speed of an electric motor.</p>	<p>SE/TE: Elevate Science Physical: Connect It!, 250 Magnetic Force and Energy, 251-252 Magnetic Fields, 253-256 Lesson 2 Check, 257 Electromagnetic Principles, 259 Magnetic Fields and Current, 260-261 Model It!: Magnetic Field Strength, 261 Solenoids and Electromagnets, 262-263 Lesson 3 Check, 264 Electric Motors, 269 Hands-On Lab: uInvestigate, 269 Lesson 4 Check, 275 Quest Check-In, 275 Case Study: The X-57 Maxwell, 276-277 Topic Review and Assess, 278-279 Evidence-Based Assessment, 280-281</p> <p>Realize™ Digital Resources: Elevate Science Physical: Topic 6: Electricity and Magnetism >Lesson 1: Electric Force>Interactivity: Theremin >Lesson 3: Electromagnetic Force>Interactivity: Electromagnetism; >Enrichment: Electromagnetic Force > Interactivity: Electromagnetic Evidence >Lesson 4: Electric and Magnetic Interactions>Interactivity: Electric Motors; >Interactivity: Generators</p>
<p>7.1.5 Engage in argument from evidence to support the claim that gravitational interactions within a system are attractive and dependent upon the masses of interacting objects. Examples of evidence for arguments could include mathematical data generated from various simulations.</p>	<p>SE/TE: Elevate Science Physical: Literacy Connection: Write Arguments, 485 Lesson 4 Check, 488 uDemonstrate Lab: Stopping on a Dime, 494-497</p> <p>Realize™ Digital Resources: Elevate Science Physical: Topic 10: Forces and Motion >Lesson 4: Friction and Gravitational Interactions>Interactivity: Exploring Gravity; >Interactivity: The Patterns of the Tides; >Enrichment: Gravitational Force of the Sun</p>

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<p>7.2 Changes to Earth Over Time Earth’s processes are dynamic and interactive, and are the result of energy flowing and matter cycling within and among Earth’s systems. Energy from the sun and Earth’s internal heat are the main sources driving these processes. Plate tectonics is a unifying theory that explains crustal movements of Earth’s surface, how and where different rocks form, the occurrence of earthquakes and volcanoes, and the distribution of fossil plants and animals.</p>	
<p>7.2.1 Develop a model of the rock cycle to describe the relationship between energy flow and matter cycling that create igneous, sedimentary, and metamorphic rocks. Emphasize the processes of melting, crystallization, weathering, deposition, sedimentation, and deformation, which act together to form minerals and rocks.</p>	<p>SE/TE: Elevate Science Earth: Lesson 1 Check, 10 Literacy Connection: Translate Information, 138 The Rock Cycle, 139 Interactivity, 140 Model It!: Modeling the Cycling of Rock Material, 140 Lesson 4 Check, 141 Case Study: The Mighty Mauna Loa, 142-143</p> <p>Realize™ Digital Resources: Elevate Science Earth: Topic 3: Minerals and Rocks in the Geosphere >Lesson 2: Minerals>uInvestigate Lab: Mineral Mash-Up >Lesson 3: Rocks>Lab: Name That Rock; >uInvestigate Lab: A Sequined Rock >Lesson 4: Cycling of Rocks, Inquiry Warm-Up Lab: Paper or Plastic...or Rock?; >Interactivity: Earth’s Rock Cycle; >Interactivity: Rocks on the Move;>Virtual Lab: Rocks and Minerals: The Story of Earth; >Enrichment: Rock Cycles of the Hawaiian Islands</p>

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<p>7.2.2 Construct an explanation based on evidence for how processes have changed Earth’s surface at varying time and spatial scales. Examples of processes that occur at varying time scales could include slow plate motions or rapid landslides. Examples of processes that occur at varying spatial scales could include uplift of a mountain range or deposition of fine sediments.</p>	<p>SE/TE: Elevate Science Earth: Connect It!, 156, 212 It’s All Connected: The Slow Acceptance of Continental Drift, 165 200 Million Years of Plate Motions, 169 Interactivity, 169 Lesson 2 Check, 175, 228 Case Study: Australia on the Move, 176-177 Landslides, 187 Volcanic Formations, 195 Lesson 4 Check, 199 Topic Review and Assess, 200-201, 252-253 Evidence-Based Assessment, 202-203, 254-255, 396-397 Groundwater Erosion and Deposition, 237 uDemonstrate Lab: Materials on a Slope, 256-257</p> <p>Realize™ Digital Resources: Elevate Science Earth: Topic 4: Plate Tectonics >Lesson 1: Evidence of Plate Motions>Quest Check-In Lab: Patterns in the Cascade Range; >Enrichment: Drifting Continents >Lesson 2: Plate Tectonics and Earth’s Surface>Quest Check-In Interactivity: Mount Rainier’s Threat; >Virtual Lab: Geological Processes and Evil Plans Topic 5: Earth’s Surface Systems >Lesson 2: Erosion and Deposition>Video: Erosion and Deposition >Lesson 4: Glacial and Wave Erosion>uInvestigate Lab: Changing Coastlines</p>

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7.2.3 Ask questions to identify constraints of specific geologic hazards and evaluate competing design solutions for maintaining the stability of human-engineered structures, such as homes, roads, and bridges. Examples of geologic hazards could include earthquakes, landslides, or floods.	<p>SE/TE: Elevate Science Earth: uEngineer It!: Designing to Prevent Destruction, 189 Question It!, 198 Design It!, 476 uEngineer It!: Changing Climate Change, 479</p> <p>Realize™ Digital Resources: Elevate Science Earth: Topic 4: Plate Tectonics >Lesson 3: Earthquakes and Tsunami Hazards>Interactivity: Earthquake Engineering; >Interactivity: Placing a Bay Area Stadium; >uInvestigate Lab: Analyze Earthquake Data to Identify Patterns</p>
7.2.4 Develop and use a scale model of the matter in the Earth’s interior to demonstrate how differences in density and chemical composition (silicon, oxygen, iron, and magnesium) cause the formation of the crust, mantle, and core.	<p>SE/TE: Elevate Science Earth: Earth’s Layers, 110 Model It!: Modeling Earth’s Interior, 112-113</p> <p>Realize™ Digital Resources: Elevate Science Earth: Topic 3: Minerals and Rocks in the Geosphere >Topic Launch>uConnect Lab: Build a Model of Earth >Lesson 1, Earth’s Interior>Interactivity: Earth’s Layers</p>

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<p>7.2.5 Ask questions and analyze and interpret data about the patterns between plate tectonics and:</p> <p>(1) The occurrence of earthquakes and volcanoes. (2) Continental and ocean floor features. (3) The distribution of rocks and fossils.</p> <p>Examples: Examples could include identifying patterns on maps of earthquakes and volcanoes relative to plate boundaries, the shapes of the continents, the locations of ocean structures (including mountains, volcanoes, faults, and trenches), and similarities of rock and fossil types on different continents.</p>	<p>SE/TE: Elevate Science Earth: Plate Tectonics and the Rock Cycle, 140 Case Study: The Mighty Mauna Loa, 142-143 Connect It!, 156, 166 Hypothesis of Continental Drift, 157-159 Model It!: Predict North America’s Movement, 163 Lesson 1 Check, 164 The Theory of Plate Tectonics, 167-169 Oceanic and Continental Crust, 168 Model It!: Ring of Fire, 170 Interactivity, 171 Plate Boundaries, 171-174 Lesson 2 Check, 175 Stress and Earth’s Crust, 179-180 New Landforms from Plate Movement, 181-182 Quest Check-Ins, 188 Volcanoes and Plate Boundaries, 192-193 Hands-On Lab: uInvestigate, 192 Lesson 4 Check, 199 Topic Review and Assess, 200-201 uDemonstrate Lab: Modeling Sea-Floor Spreading, 204-205</p> <p>Realize™ Digital Resources: Elevate Science Earth: Topic 4: Plate Tectonics >Lesson 2: Plate Tectonics and Earth’s Surface>Worksheet: Relative Plate Motion >Lesson 3: Earthquakes and Tsunami Hazards>Enrichment: The San Andreas Fault >Lesson 4: Volcanoes and Earth’s Surface>Video: Volcanoes and Earth’s Surface</p>

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7.2.6 Make an argument from evidence for how the geologic time scale shows the age and history of Earth. Emphasize scientific evidence from rock strata, the fossil record, and the principles of relative dating, such as superposition, uniformitarianism and recognizing unconformities.	<p>SE/TE: Elevate Science Earth: Connect It!, 366 Literacy Connection: Write Explanatory Texts, 370 Lesson 1 Check, 373 Literacy Connection: Write Informative Texts, 381 Lesson 2 Check, 382 Evidence-Based Assessment, 396-397 uDemonstrate Lab: Core Sampling Through Time, 398-401</p> <p>Realize™ Digital Resources: Elevate Science Earth: Topic 8: History of Earth >Lesson 1: Determining Ages of Rocks>Interactivity: Oldest to Youngest; > Quest Check-In Interactivity: Clues in the Rock Layers; >Interactivity: Know Your Index Fossils >Lesson 2: Geologic Time Scale> uEngineer It! Interactivity: How Old Are These Rocks?</p>
<p>7.3 Structure and Function of Life Living things are made of smaller structures, which function to meet the needs of survival. The basic structural unit of all living things is the cell. Parts of a cell work together to function as a system. Cells work together and form tissues, organs, and organ systems. Organ systems interact to meet the needs of the organism.</p>	
7.3.1 Plan and carry out an investigation that provides evidence that the basic structures of living things are cells. Emphasize that cells can form single-celled or multicellular organisms, and that multicellular organisms are made of different types of cells.	<p>SE/TE: Elevate Science Life: uDemonstrate Lab: It's Alive!, 54-57 Interactivity, 63 Hands-On Lab: uInvestigate, 75 Plan It!: Plastic or Wood?, 67 Hands-On Lab, 73</p> <p>Realize™ Digital Resources: Elevate Science Life: Topic 1: Living Things in the Biosphere >Lesson 1: Living Things>uInvestigate Lab: Cheek Cells; >Quest Check-In Interactivity: Under the Microscope</p>

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<p>7.3.2 Develop and use a model to describe the function of a cell in living systems and the way parts of cells contribute to cell function. Emphasize the cell as a system, including the interrelating roles of the nucleus, chloroplasts, mitochondria, cell membrane, and cell wall.</p>	<p>SE/TE: Elevate Science Life: Model It!: Bacterial Cell Structures, 30 Plant Cell Features, 40 Quest Kickoff: How can you design a model exhibit for a science museum?, 60-61 Plant and Animal Cell Differences, 74-75 The Control Center of the Cell, 76 Quest Findings, 121 Evidence-Based Assessment, 120-121</p> <p>Realize™ Digital Resources: Elevate Science Life: Topic 2: The Cell System >Lesson 2: Cell Structures>Interactivity: Build a Cell; >Quest Check-In Lab: Make a Cell Model</p>
<p>7.3.3 Construct an explanation using evidence to explain how body systems have various levels of organization. Emphasize understanding that cells form tissues, tissues form organs, and organs form systems specialized for particular body functions. Examples could include relationships between the circulatory, excretory, digestive, respiratory, muscular, skeletal, and nervous systems. Specific organ functions will be taught at the high school level.</p>	<p>SE/TE: Elevate Science Life: Organization of the Body, 131 Hands-On Lab, 131 Hands-On Lab: uInvestigate, 133 Organ Systems in the Human Body, 136-137 Lesson 1 Check, 138 Connect It!, 140 Systems Working Together, 141-144 Topic Review and Assess, 186-187</p> <p>Realize™ Digital Resources: Elevate Science Life: Topic 3: Human Body Systems >Lesson 1: Body Organization>Inquiry Warm-Up Lab: Systematically Organized; >Interactivity: Human Body Systems; >Interactivity: Interacting Systems</p>

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<p>7.4 Reproduction and Inheritance The great diversity of species on Earth is a result of genetic variation. Genetic traits are passed from parent to offspring. These traits affect the structure and behavior of organisms, which affect the organism’s ability to survive and reproduce. Mutations can cause changes in traits that may affect an organism. As technology has developed, humans have been able to change the inherited traits in organisms, which may have an impact on society.</p>	
<p>7.4.1 Develop and use a model to explain the effects that different types of reproduction have on genetic variation, including asexual and sexual reproduction.</p>	<p>SE/TE: Elevate Science Life: Model It!: Develop Models, 200 Model It!: Apply Concepts, 203 Quest Kickoff: How can you sell a new fruit?, 346-347 Making a Punnett Square, 354-355 Quest Check-In, 357 uDemonstrate Lab: Make the Right Call, 406-409</p> <p>Realize™ Digital Resources: Elevate Science Life: Topic 4: Reproduction and Growth >Lesson 1: Patterns of Reproduction>uInvestigate Lab: Is It All in the Genes? >Lesson 2: Plant Structures for Reproduction >Interactivity: Designer Flowers; >uInvestigate Lab: Modeling Flowers</p>
<p>7.4.2 Obtain, evaluate, and communicate information about specific animal and plant adaptations and structures that affect the probability of successful reproduction. Examples of adaptations could include nest building to protect young from the cold, herding of animals to protect young from predators, vocalization of animals and colorful plumage to attract mates for breeding, bright flowers attracting butterflies that transfer pollen, flower nectar and odors that attract insects that transfer pollen, and hard shells on nuts that squirrels bury.</p>	<p>SE/TE: Elevate Science Life: Quest Check-In, 423 Model It!: Natural Selection in Action, 429 Sexual Selection, 439</p> <p>Realize™ Digital Resources: Elevate Science Life: Topic 8: Natural Selection and Change Over Time >Lesson 1> uInvestigate Lab: How Do Species Change Over Time?; >Lesson 2: Natural Selection> Interactivity: Mice Selection on the Prairie; > Interactivity: Species Adaptation; > Video: Natural Selection; >Enrichment: Caterpillar Camouflage</p>

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<p>7.4.3 Develop and use a model to describe why genetic mutations may result in harmful, beneficial, or neutral effects to the structure and function of the organism. Emphasize the conceptual idea that changes to traits can happen because of genetic mutations. Specific changes of genes at the molecular level, mechanisms for protein synthesis, and specific types of mutations will be introduced at the high school level.</p>	<p>SE/TE: Elevate Science Life: Literacy Connection: Integrate with Visuals, 384 Model It!: Mutations and Protein Construction, 385 Nondisjunction, 388 Comparing Karyotypes, 389 Lesson 4 Check, 391 Proteins, 460-461</p> <p>Realize™ Digital Resources: Elevate Science Life: Topic 7: Genes and Heredity >Lesson 4: Trait Variations>Interactivity: Sex-Linked Traits and Disorders; >Video: Trait Variations; >Enrichment: Human Genetic Disorders Topic 8: Natural Selection and Change Over Time >Lesson 3> Interactivity: Mutations Aren't All That Bad</p>
<p>7.4.4 Obtain, evaluate, and communicate information about the technologies that have changed the way humans affect the inheritance of desired traits in organisms. Analyze data from tests or simulations to determine the best solution to achieve success in cultivating selected desired traits in organisms. Examples could include artificial selection, genetic modification, animal husbandry, and gene therapy.</p>	<p>SE/TE: Elevate Science Life: Artificial Selection, 393 Genetic Engineering, 394-397 Lesson 5 Check, 401 Topic Review and Assess, 402-403 Evidence-Based Assessment, 404-405</p> <p>Realize™ Digital Resources: Elevate Science Life: Topic 7: Genes and Heredity >Topic Launch>Quest Kickoff: Funky Fruit >Lesson 5: Genetic Technologies>Poll: Modifying Foods; >Interactivity: Solving Problems with Genetics; >Video: Genetic Technologies; >Enrichment: Advances in Genetics >Topic Close>Quest Findings: Reflect on Funky Fruits</p>

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<p>7.5 Changes in Species Over Time Genetic variation and the proportion of traits within a population can change over time. These changes can result in evolution through natural selection. Additional evidence of change over time can be found in the fossil record, anatomical similarities and differences between modern and ancient organisms, and embryological development.</p>	
<p>7.5.1 Construct an explanation that describes how the genetic variation of traits in a population can affect some individuals' probability of surviving and reproducing in a specific environment. Over time, specific traits may increase or decrease in populations. Emphasize the use of proportional reasoning to support explanations of trends in changes to populations over time. Examples could include camouflage, variation of body shape, speed and agility, or drought tolerance.</p>	<p>SE/TE: Elevate Science Life: Adaptations and Survival, 295-296 Connect It!, 414 Darwin's Search for a Mechanism, 425-427 How Natural Selection Works, 427 Model It!: Natural Selection in Action, 429 Genes and Natural Selection, 430-431 Lesson 2 Check, 432 Topic Review and Assess, 466-467</p> <p>Realize™ Digital Resources: Elevate Science Life: Topic 8: Natural Selection and Change Over Time >Lesson 2: Natural Selection>Interactivity: Mice Selection on the Prairie; >Enrichment: Caterpillar Camouflage >Lesson 3: The Process of Evolution>Interactivity: Mutations Aren't All That Bad; >Investigate Lab: Adaptations of Birds</p>

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7.5.2 Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth, under the assumption that natural laws operate today as in the past.	<p>SE/TE: Elevate Science Life: Connect It!, 442 The Fossil Record, 443-445 Fossils Reveal Early Life, 446 Evolution of the Modern Elephant, 447 Comparisons of Anatomy, 448 Lesson 4 Check, 453 Case Study: Could Dinosaurs Roar?, 454-455 uDemonstrate Lab Do It Yourself: A Bony Puzzle, 470-473</p> <p>Realize™ Digital Resources: Elevate Science Life: Topic 8: Natural Selection and Change Over Time >Lesson 4: Evidence in the Fossil Record; >Interactivity: Along the Canyon Wall; >Video: Evidence in the Fossil Record</p>
7.5.3 Construct explanations that describe the patterns of body structure similarities and differences between modern organisms, and between ancient and modern organisms, to infer possible evolutionary relationships.	<p>SE/TE: Elevate Science Life: Evolution and Classification, 22-23 Evolution of the Dolphin, 22 Convergent Evolution, 23 Topic Review and Assess, 50-51 Fossil Evidence of Evolution, 446-447 Evolution of the Modern Elephant, 447 Comparisons of Anatomy, 448 Case Study: Could Dinosaurs Roar?, 454-455 uDemonstrate Lab: A Bony Puzzle, 470-473</p> <p>Realize™ Digital Resources: Elevate Science Life: Topic 8: Natural Selection and Change Over Time >Lesson 3: The Process of Evolution>Video: The Process of Evolution >Lesson 4: Evidence in the Fossil Record>Interactivity: Legs, Arms, Wings, and Flippers; >Enrichment: The Horse Fossil Record</p>

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<p>7.5.4 Analyze data to compare patterns in the embryological development across multiple species to identify similarities and differences not evident in the fully formed anatomy.</p>	<p>SE/TE: Elevate Science Life: Embryological Development, 448 Birds and Dinosaurs, 448</p> <p>Realize™ Digital Resources: Elevate Science Life: Topic 8: Natural Selection and Change Over Time >Lesson 5: Other Evidence of Evolution >Interactivity: Tiny Clues</p>