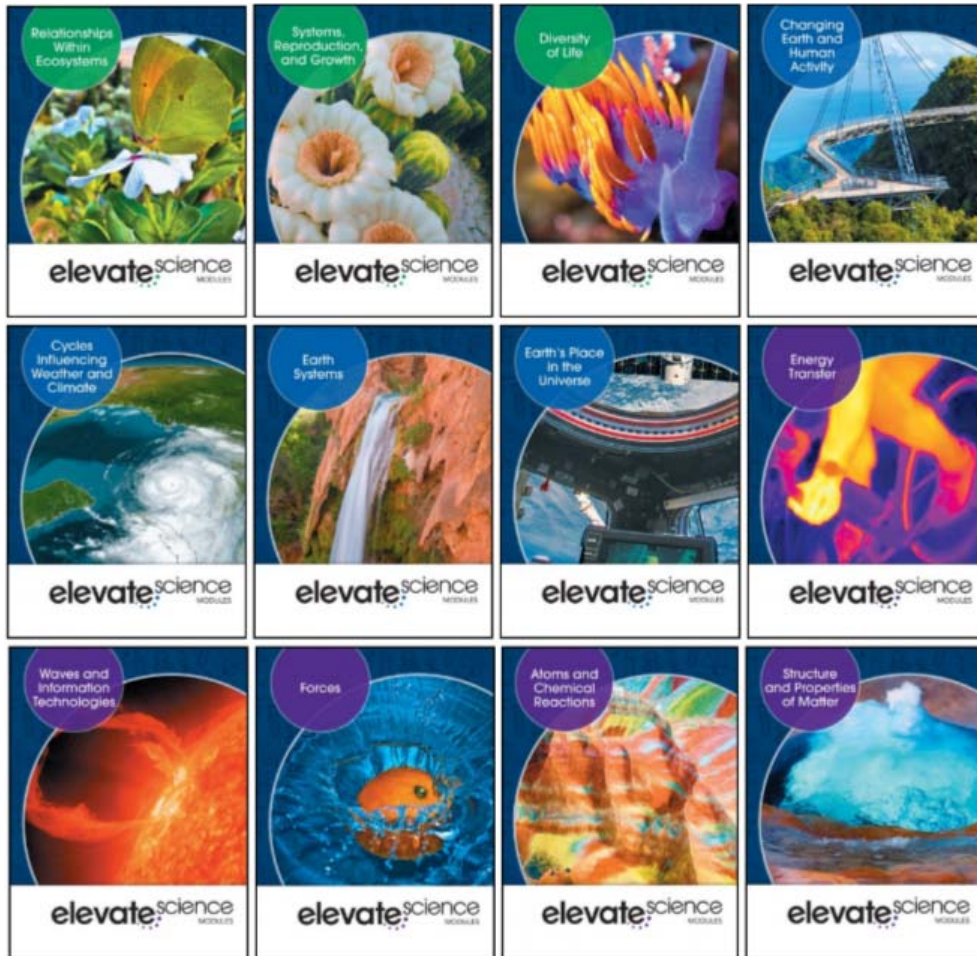


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To the  
**Utah Science and Engineering Education  
Standards (SEEd)  
Grade 7**

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<b>Utah SEEd Standards Grade 7</b>	<b>Elevate Science Grades 6-8 Modules ©2019</b>
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.	
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><b>SE/TE:</b> <b>Forces</b> Newton's First Law of Motion, 25-26 Interactivity, 25, 28 Newton’s Second Law, 27 Newton’s Laws Together, 31 Lesson 3 Check, 32 Quest Check-In, 32 uEngineer It!: Generating Energy from Potholes, 33 Topic Review and Assess, 44-45 Evidence-Based Assessment, 46-47 uDemonstrate Lab: Stopping on a Dime, 48-51</p> <p><b>Realize™ Digital Resources:</b> <b>Forces: Forces and Motion</b> &gt;Topic Launch&gt;uConnect Lab: Identifying Motion &gt;Lesson 1&gt;uInvestigate Lab: Motion Commotion &gt;Lesson 3&gt;uInvestigate Lab: Newton Scooters</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><b>SE/TE:</b> <b>Forces</b> Hands-On Lab: uInvestigate, 24 uEngineer It!: Generating Energy From Potholes, 33 Quest Findings, 47 uDemonstrate Lab: Stopping on a Dime, 48-51</p> <p><b>Realize™ Digital Resources:</b> <b>Forces: Forces and Motion</b> &gt;Lesson 3&gt;uInvestigate Lab: Newton Scooters; &gt;Quest Check-in: Apply Newton’s Laws of Motion</p>

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<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><b>SE/TE:</b> <b>Forces</b> Hands-On Lab: uInvestigate, 66 Model It!: Combined Magnetic Field Lines, 71 Quest Check-In, 73 uDemonstrate Lab: Planetary Detective, 98-101</p> <p><b>Realize™ Digital Resources:</b> <b>Forces: Electricity and Magnetism</b> &gt;Lesson 2&gt;Interactivity: Interaction of Magnetic Fields; &gt;Interactivity: Modeling Magnetic Forces &gt;Lesson 3&gt;Interactivity: Electromagnetism</p>
<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><b>SE/TE:</b> <b>Forces</b> Connect It!, 66 Magnetic Force and Energy, 67-68 Magnetic Fields, 69-72 Lesson 2 Check, 73 Electromagnetic Principles, 75 Magnetic Fields and Current, 76-77 Model It!: Magnetic Field Strength, 77 Solenoids and Electromagnets, 78-79 Lesson 3 Check, 80 Electric Motors, 85 Hands-On Lab: uInvestigate, 85 Lesson 4 Check, 91 Quest Check-In, 91 Case Study: The X-57 Maxwell, 92-93 Topic Review and Assess, 94-95 Evidence-Based Assessment, 96-97</p> <p><b>Realize™ Digital Resources:</b> <b>Forces: Electricity and Magnetism</b> &gt;Lesson 3&gt;Interactivity: Electromagnetic Evidence &gt;Lesson 4&gt;Interactivity: Electric Motors; &gt;Interactivity: Generators</p>

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<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><b>SE/TE:</b> <b>Forces</b> Literacy Connection: Write Arguments, 39 Lesson 4 Check, 42 uDemonstrate Lab: Stopping on a Dime, 48-51</p> <p><b>Realize™ Digital Resources:</b> <b>Forces: Forces and Motion</b> &gt;Lesson 4&gt;Interactivity: Exploring Gravity; &gt;Quest Check-In Lab: Bumping Cars, Bumper Solutions</p>
<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><b>SE/TE:</b> <b>Earth Systems</b> Lesson 1 Check, 10 Model It!, 66 Lesson 2 Check, #5, 68 Figure 4, 74 Literacy Connection: Translate Information, 80 The Rock Cycle, 81 Model It!: Modeling the Cycling of Rock Material, 82 Lesson 4 Check, 83 Case Study: Mighty Mauna Loa, 84-85</p> <p><b>Realize™ Digital Resources:</b> <b>Earth Systems:</b> <b>Minerals and Rocks in the Geosphere</b> &gt;Lesson 2&gt;uInvestigate Lab: Mineral Mash-Up &gt;Lesson 3&gt; uInvestigate Lab: A Sequined Rock &gt;Lesson 4&gt;Inquiry Warm-Up Lab: Paper or Plastic...or Rock?; &gt;Interactivity: Earth’s Rock Cycle; &gt;Interactivity: Rocks on the Move; &gt;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><b>SE/TE:</b>  <b>Earth Systems</b>            Connect It!, 98, 164            It’s All Connected: The Slow Acceptance of Continental Drift, 107            200 Million Years of Plate Motions, 111            Interactivity, 111            Lesson 2 Check, 117            Case Study: Australia on the Move, 118-119            Landslides, 129            Volcanic Formations, 137            Lesson 4 Check, 141            Topic Review and Assess, 142-143            Evidence-Based Assessment, 144-145, 184-185</p> <p><b>Changing Earth and Human Activity</b>            Connect It!, 4            Lesson 2 Check, 20            Groundwater Changes Earth’s Surface, 29-30            Topic Review and Assess, 44-45            Evidence-Based Assessment, 46-47            uDemonstrate Lab: Materials on a Slope, 48-51</p> <p><b>Realize™ Digital Resources:</b>  <b>Earth Systems: Plate Tectonics</b>            &gt;Lesson 1&gt;Quest Check-In Lab: Patterns in the Cascade Range; &gt;Enrichment: Drifting Continents            &gt;Lesson 2&gt;Quest Check-In Interactivity: Mount Rainier’s Threat; &gt;Virtual Lab: Geological Processes and Evil Plans</p> <p><b>Changing Earth and Human Activity:</b>  <b>Earth’s Surface Systems</b>            &gt;Lesson 2&gt;Video: Erosion and Deposition            &gt;Lesson 4&gt;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><b>SE/TE:</b>  <b>Earth Systems</b>            uEngineer It!: Designing to Prevent Destruction, 131            Question It!, 140            The Engineering and Design Process, 198-201</p> <p><b>Cycles Influencing Weather and Climate</b>            Design It!, 132            uEngineer It!: Changing Climate Change, 135</p> <p><b>TE:</b>            Focus on Mastery, 133</p> <p><b>Realize™ Digital Resources:</b>  <b>Earth Systems: Plate Tectonics</b>            &gt; Lesson 3&gt;Interactivity: Placing a Bay Area Stadium</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><b>SE/TE:</b>  <b>Earth Systems</b>            Earth's Layers, 52            Model It!, 54-55</p> <p><b>Realize™ Digital Resources:</b>  <b>Earth Systems: Minerals and Rocks in the Geosphere</b>            &gt;Lesson 1&gt; Interactivity: Earth's Layers;            &gt;Enrichment: How Deep Can We Go?</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.</p> <p>(2) Continental and ocean floor features.</p> <p>(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><b>SE/TE:</b> <b>Earth Systems</b> Plate Tectonics and the Rock Cycle, 82 Case Study: Mighty Mauna Loa, 84-85 Connect It!, 98 Hypothesis of Continental Drift, 99-101 Evidence from Land Features, 100 Evidence from Fossils, 100 Model It!: Predict America's Movement, 105 Lesson 1 Check, 106 Connect It!, 108 The Theory of Plate Tectonics, 109-111 Oceanic and Continental Crust, 110 Model It!: Ring of Fire, 112 Tectonic Plates and the "Ring of Fire", 112 Plate Boundaries, 113-116 Lesson 2 Check, 117 Stress and Earth's Crust, 121-122 New Landforms from Plate Movement, 123-124 Quest Check-In, 130 Volcanoes and Plate Boundaries, 134-135 Hands-On Lab: uInvestigate, 134 Lesson 4 Check, 141 Topic Review and Assess, 142-143 uDemonstrate Lab, Modeling Sea-Floor Spreading, 146-149</p> <p><b>Realize™ Digital Resources:</b> <b>Earth Systems: Plate Tectonics</b> &gt;Lesson 2&gt; Interactivity: Stressed to a Fault; &gt;Interactivity: By No Fault of Their Own;&gt;Quest Check-In Interactivity: Mount Rainier's Threat &gt;Lesson 3&gt;uInvestigate Lab: Analyze Earthquake Data to Identify Patterns &gt;Lesson 4&gt;uInvestigate Lab: Moving Volcanoes</p>

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<p>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>	<p><b>SE/TE:</b>  <b>Earth Systems</b>            Connect It!, 154, 164            Reading Check: Write Explanatory Texts, 158            Lesson 1 Check, 161            Literacy Connection: Write Informative Texts, 169            Lesson 2 Check, 170            Evidence-Based Assessment, 184-185            uDemonstrate Lab: Core Sampling Through Time, 186-189</p> <p><b>Realize™ Digital Resources:</b>  <b>Earth Systems:</b>  <b>History of Earth</b>            &gt;Lesson 1&gt;Quest Check-In Interactivity: Clues in the Rock Layers; &gt;Interactivity: Know Your Index Fossils            &gt;Lesson 2&gt;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>	
<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>	<p><b>SE/TE:</b>  <b>Systems, Reproduction, and Growth</b>            uDemonstrate Lab: It's Alive!, 54-57            Interactivity, 63, 69            Hands-On Lab: uInvestigate, 66, 72            Plan It!: Plastic or Wood?, 67            Hands-On Lab, 73</p> <p><b>Realize™ Digital Resources:</b>  <b>Systems, Reproduction, and Growth:</b>  <b>Living Things in the Biosphere</b>            &gt;Lesson 1&gt;uInvestigate Lab: Cheek Cells; Quest Check-In Interactivity: Under the Microscope  <b>The Cell System</b>            &gt;Lesson 1&gt;Virtual Lab: Living or Not;            &gt;uInvestigate Lab: Observing Cells</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><b>SE/TE:</b>  <b>Systems, Reproduction, and Growth</b>            Model It!: Bacterial Cell Structures, 30            Plant Cell Features: Figure 2, 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            Evidence-Based Assessment, 104-105            Quest Findings, 105</p> <p><b>Realize™ Digital Resources:</b>  <b>Systems, Reproduction, and Growth:</b>  <b>The Cell System</b>            &gt;Lesson 2&gt; Interactivity: Build a Cell; &gt;Quest Check-In: 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><b>SE/TE:</b>  <b>Systems, Reproduction, and Growth</b>            Organization of the Body, 115            Hands-On Lab, 115            Levels of Organization, 116-117            Hands-On Lab: Investigate, 117            Organ Systems in the Human Body, 120-121            Lesson 1 Check, 122            Connect It!, 124            Systems Working Together, 125-129            Topic Review and Assess, 170-171</p> <p><b>Realize™ Digital Resources:</b>  <b>Systems, Reproduction, and Growth:</b>  <b>Human Body Systems</b>            &gt;Lesson 1&gt;Inquiry Warm-Up Lab: Systematically Organized; &gt;Interactivity: Human Body Systems; &gt;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><b>SE/TE:</b>  <b>Diversity of Life</b>            Making a Punnett Square, 10-11            Model It!: Develop Models, 20            Lesson 4 Check, 47            uDemonstrate Lab: Make the Right Call, 62-65</p> <p><b>Systems, Reproduction, and Growth</b>            Interactivity, 183            Model It!, 184, 187            Video, 185</p> <p><b>Realize™ Digital Resources:</b>  <b>Diversity of Life:</b>  <b>Genes and Heredity</b>            &gt; Topic Launch&gt;uConnect Lab: Making More</p> <p><b>Systems, Reproduction, and Growth:</b>  <b>Reproduction and Growth</b>            &gt;Lesson 1&gt; uInvestigate Lab: Is It All in the Genes?            Lesson 2&gt; Interactivity: Designer Flowers;            &gt;uInvestigate Lab: Modeling Flowers</p>

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<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><b>SE/TE:</b>  <b>Diversity of Life</b>            Quest Check-In, 79            Natural Selection in Action, 85            Sexual Selection, 95            Quest Check-In, 97</p> <p><b>Cycles Influencing Weather and Climate</b>            uDemonstrate Lab: An Ocean of a Problem, 140-143</p> <p><b>Realize™ Digital Resources:</b>  <b>Diversity of Life:</b>  <b>Natural Selection and Change Over Time</b>            &gt;Lesson 1&gt; uInvestigate Lab: How Do Species Change Over Time?;            &gt; Lesson 2&gt; Interactivity: Mice Selection on the Prairie; Interactivity: Species Adaptation;            &gt;Video: Natural Selection            &gt;Lesson 3 &gt;Quest Check-In Interactivity: Evolution of the Blackcaps</p>
<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><b>SE/TE:</b>  <b>Diversity of Life</b>            Types of Mutations, 40-41            Model It!: Mutations and Protein Construction, 41            Nondisjunction: Figure 8, 44            Comparing Karyotypes, 389            Lesson 4 Check, 47            Mutations, 92-93            Variations from Mutations, 93            Proteins, 116-117</p> <p><b>Realize™ Digital Resources:</b>  <b>Diversity of Life: Genes and Heredity</b>            &gt; Lesson 4&gt;Interactivity: Sex-Linked Traits and Disorders; Video: Trait Variations; Enrichment: Human Genetic Disorders  <b>Natural Selection and Change Over Time</b>            &gt;Lesson 3&gt; Interactivity: Mutations Aren't All That Bad</p>

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<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><b>SE/TE:</b>  <b>Diversity of Life</b>            Artificial Selection, 49            Genetic Engineering, 50-53            Lesson 5 Check, 57            Topic Review and Assessment, 58-59            Evidence-Based Assessment, 60-61</p> <p><b>Systems, Reproduction, and Growth</b>            uEngineer It!: A Disease Becomes a Cure, 37            uEngineer It!: Artificial Skin, 123</p> <p><b>Realize™ Digital Resources:</b>  <b>Diversity of Life: Genes and Heredity</b>            &gt;Topic Launch&gt;Quest Kickoff: Funky Fruit;            &gt;Lesson 5&gt; Poll: Modifying Foods; Video: Genetic Technologies; &gt;Interactivity: Solving Problems with Genetics; &gt;Enrichment: Advances in Genetics            &gt;Topic Close&gt;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><b>SE/TE:</b>  <b>Diversity of Life</b>            Connect It!, 70, 80            Darwin's Search for a Mechanism, 81-83            How Natural Selection Works, 83            Selection, 84            Model It!: Natural Selection in Action, 85            Genes and Natural Selection, 86-87            Lesson 2 Check, 88            Connect It!, 90            Topic Review and Assess, 122-123</p> <p><b>Relationships Within Ecosystems</b>            Adaptations and Survival, 79-80</p> <p><b>Realize™ Digital Resources:</b>  <b>Diversity of Life:</b>  <b>Natural Selection and Change Over Time</b>            &gt;Lesson 2&gt;Interactivity: Mice Selection on the Prairie; Enrichment: Caterpillar Camouflage;            &gt;Lesson 3&gt;Interactivity: Mutations Aren't All That Bad; &gt;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><b>SE/TE:</b>  <b>Diversity of Life</b>            Connect It!, 98            The Fossil Record, 99-101            Early Earth, 102            Fossils and Evolution Through Time, 103            Evolution of the Modern Elephant, 103            Comparisons of Anatomy, 104            Lesson 4 Check, 109            Case Study: Could Dinosaurs Roar?, 110-111            uDemonstrate Lab Do It Yourself: A Bony Puzzle, 126-127</p> <p><b>Realize™ Digital Resources:</b>  <b>Diversity of Life: Natural Selection and Change Over Time</b>            &gt; Lesson 4 &gt;Interactivity: Along the Canyon Wall;            &gt; Video: Evidence in the Fossil Record; &gt;            Interactivity: Fossils Around the World</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><b>SE/TE:</b>  <b>Systems, Reproduction, and Growth</b>            Evolution and Classification, 22-23            Evolution of the Dolphin, 22            Convergent Evolution, 23            Topic Review and Assess, 50-51</p> <p><b>Diversity of Life</b>            Fossil Evidence of Evolution, 102-103            Evolution of the Modern Elephant, 103            Comparisons of Anatomy, 104-105            Case Study: Could Dinosaurs Roar?, 110-111            uDemonstrate Lab: A Bony Puzzle, 126-129</p> <p><b>Realize™ Digital Resources:</b>  <b>Diversity of Life:</b>  <b>Natural Selection and Change Over Time</b>            &gt;Lesson 3&gt;Video: The Process of Evolution            &gt;Lesson 4&gt;Interactivity: Legs, Arms, Wings, and Flippers; &gt;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><b>SE/TE:</b>  <b>Diversity of Life</b>            Embryological Development, 104            Birds and Dinosaurs: Figure 6, 104</p> <p><b>Realize™ Digital Resources:</b>  <b>Diversity of Life:</b>  <b>Natural Selection and Change Over Time</b>            &gt;Lesson 5&gt;Interactivity: Tiny Clues</p>