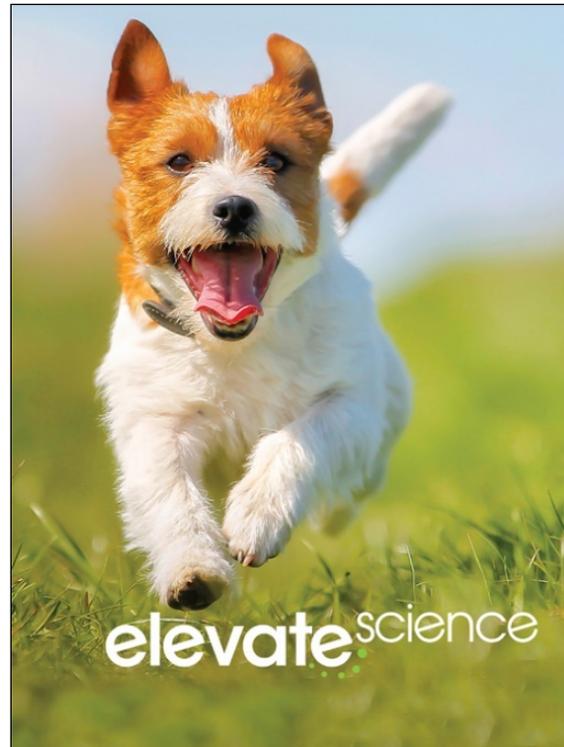


A Correlation of
Elevate Science
Kindergarten, ©2019



To the
Loudoun County Public Schools
Kindergarten Rubric

LCPS Kindergarten Rubric

Publisher: Savvas Learning Company, LLC

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In grades kindergarten through second, students will develop skills in posing simple questions, conducting and planning simple investigations, observing, classifying, and communicating information about the natural world. Starting in first grade, students are introduced to the engineering design process and continue building on their experiences by engaging in additional aspects of the engineering design. Technologies and scientific tools are used when appropriate and feasible. Mathematics, computational thinking, and experience in the engineering design process are essential as students advance in their scientific thinking.

Resources Meet the LCPS Science Philosophy and Practice

Criteria	Correlation: Must address the identified need. When appropriate, provide examples in the resource. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
<p>Instructional resources should develop students' ability to know, use, and interpret scientific explanations of the natural world; including developing and using models.</p>	<p><i>Elevate Science</i> requires students to engage in scientific inquiry as they engage, think, investigate, and interact with natural phenomena through a variety of investigations designed to integrate elements of three-dimensional learning, such as developing and using models, interpreting and analyzing data, research activities, problem-based exercises and more. Organized by thematic topic, students “experience” science through a variety of scaffolded hands-on, inquiry activities designed to build their understanding of science concepts as they create explanations to explain phenomena about their natural world.</p> <p>For examples, please see the following: ATE: uInvestigate Lab: How can you make it rain?, 109 uInvestigate Lab: How does the wind move? 134 uInvestigate Lab: How can you model changing the environment?, 205</p>

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<p>Instructional resources should develop students' ability to generate and evaluate scientific evidence and explanations; including developing and using models.</p>	<p><i>Elevate Science</i> is designed to facilitate the development of students' ability to generate and evaluate scientific evidence and explanations through activities that integrate elements of three-dimensional learning, such as analyzing and interpreting data, constructing explanations and designing solutions, developing and using models, and more. The Quest problem-based learning scenario provides a context for student learning and affords them the opportunity to develop models, generate data, and gather evidence to support their explanations of scientific phenomena.</p> <p>For examples, please see the following: ATE: Quest Check-In Lab: How does the wind move?, 134-135 uInvestigate Lab: Which feet do the best job?, 157 uInvestigate Lab: How do squirrels change the land?, 199</p>
<p>Instructional resources should develop students' ability to understand the nature and development of scientific knowledge; When appropriate, instructional resources present multiple scientific perspectives and interpretations of scientific ideas as a representation of how science develops understanding of the natural world.</p>	<p>A variety of student-centered activities are incorporated in each topic to provide students with multiple perspectives on a theme. Science is presented as a 'quest' to discover knowledge and uncover new ideas, and not presented as a collection of facts to memorize. Students are encouraged to be active participants in their learning as they find solutions to real-world problems and participate in their learning 'adventure'.</p>

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<p>Instructional resources should develop students' ability to participate productively in scientific practices and discourse.</p>	<p><i>Elevate Science</i> includes a variety of program resources that assist students in developing the ability to participate in scientific discourse and engage in the scientific practices. Each topic opens with an image where students discuss the phenomenon presented and generate questions they would like to explore and learn more about. In-text features in every lesson include prompts like 'Explain', 'Tell', and 'Compare your results with others' for students to share their thinking. Along with teacher edition notes, students are encouraged to engage in conversations about what they think and what they know. The topic activities are built around the application of scientific practices. Students plan and conduct investigations, and interpret and analyze data gathered in the execution of their experiments. They develop and use models to explain the key concepts and use the text (both print and digital) as a method for obtaining and communicating information. Specific features like the Visual Literacy Connections (grades 3-5), the Literacy Connections (K-5), and the Quests (K-8) actively promote the development of the practices through the context of the topic's phenomenon.</p> <p>For examples, please see the following: ATE: Quest: Wind Makes It Go, 2-3 Literacy Connection: Cause and Effect, 5 Literacy Connection: Alike and Different, 149</p>
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<p>Instructional resources reflect current best practices in the field of science instruction (pedagogy).</p>	<p>Students and teachers will benefit from Savvas' (formerly Pearson) experience in developing instructional materials informed by a strong research base. Savvas is the only major publisher that consistently invests in outside validation studies that meet the rigorous criteria of the What Works Clearinghouse. A research team, including educational research methodologists, has been working with Savvas for eight years to integrate scientific research practices into the development of our curricula.</p> <p>In <i>Elevate Science</i>, that research is represented in the topic organization which is built around problem-based learning scenarios called Quests. These PBLs provide context for student learning and actively engages the learner in finding solutions to the presented real-world topic challenge. To support engagement and address multiple learning modalities, the digital platform hosts a variety of interactive multimedia resources (video, simulations, interactivities, virtual labs) that further student understanding of the core science concepts. These resources reflect the best practices in elementary science instruction, utilizing a blend of print and digital media for student learning.</p>
<p>Materials consistently provide development and application of concepts and scientific practices through the exploration and use of appropriate technologies.</p>	<p>Flexible classroom management tools within the digital platform provide freedom and control to use a digital, print, or blended format. The inquiry activities in <i>Elevate Science</i> are designed to engage students in hands-on science—making observations, planning investigations, designing solutions and analyzing evidence. Students work like scientists and engineers to understand authentic, real-world phenomena through a variety of lab experiences designed for specific learning objectives. The digital platform provides powerful data gathering interactive experiences to engage students in the exploration of the science concepts. These resources can be used for personalizing learning through data-driven instruction. The assessment resources include technology-enhanced items that allow students to develop and apply concepts and scientific practices and experience next generation assessment formats.</p>

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<p>Resource provides opportunities to engage in a meaningful scientific investigation of a watershed (stream or bay) as defined by the Virginia Department of Education (MWEE)</p>	<p><i>Elevate Science</i> provides opportunities for students to engage in the types of investigative essential experiences as described by the Chesapeake MWEE. The student investigations promote active, student-focused questioning, the collection and analysis of self-generated data, and gets them involved in going out-of-doors to explore the natural environment. In several topics in each grade, the Quest real-world problem reflects an environmental theme and encourages students to be active in the promotion of community-based solutions.</p> <p>For examples, please see the following: ATE: Deserts and Oceans, 196 People and Resources, 206 What You Can Do, 214-215</p>
<p>Resource provides opportunities for students to engage in computational thinking by solving problems that logically organize and classify data and use a series of steps (algorithms).</p>	<p><i>Elevate Science</i> puts students on a path toward success in science learning by making science relevant and meaningful for today’s students and teaching them to work similarly to actual scientists and engineers to understand real-world phenomena. Scientific inquiry, investigating phenomena, computational thinking, problem-solving and analysis and application of core concepts are emphasized as a goal for all students.</p> <p>In many of the investigations where students are gathering data, they engage in grade appropriate computational thinking exercises as a way to help interpret and analyze the data they have generated. Topics include Math toolboxes and Math Connection features that highlight opportunities for students to connect their science learning with mathematical practice.</p> <p>For examples, please see the following: ATE: STEM Math Connection, 27 Math Toolbox, 124 STEM Math Connection, 209</p>

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<p>Resources provide opportunities for students to use technology to learn science content and science process skills.</p>	<p>Our innovative technology-enhanced items, performance-based assessments, and adaptive learning programs help measure and build key 21st-century skills in learners of all abilities—including the elements of conceptual understanding, basic and procedural skills, and problem solving. Virtual labs, interactive simulations and videos, along with an interactive student e-text all provide opportunities for students to use technology to learn and practice science concepts and skills.</p> <p>For examples, please see the following: CT: Realize™ Digital Resources: Matter >Lesson 2, Objects>Video: Objects;>Interactivity: Sorting Objects Lesson Video: Pushes and Pulls >Lesson 3, Solids, Liquids, and Gases>Synthesize: Interactivity: Matter at the Park;>uEngineer It!: Interactivity: Balloons Away!</p>
<p>Resources provide opportunities for students to explore advances in technology and scientific discovery that have occurred since your last publication date.</p>	<p>The intuitive digital path is more than an ancillary to <i>Elevate Science</i>; it is a vital component of our approach to learning that places the student at the center of the process of discovery. The digital path enables students to explore science in a way that emphasizes their own quest for knowledge and creativity in exploring and organizing the material and explore advances in technology and scientific discovery that develop beyond publication of printed materials. uEngineer It! investigations and STEM activities encourage students to research and make use of current advances in science and apply those to their Quest solutions.</p>

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Resources Support the LCPS Mission, Core Beliefs and Strategic Goals https://bit.ly/2VV3IDB	
Criteria	<p>Correlation: Must address the identified need. When appropriate, provide examples in the resource. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)</p>
<p>Instructional resources support the potential for integration into Project-Based Learning (PBL).</p>	<p>Phenomena-Based Quests: Each topic engages students with a phenomena-based learning scenario called a ‘Quest’. The Quest contains a real-world problem for them to solve as they explore the science concept and develop the necessary science inquiry skills. An Essential Question opens the topic and puts students on that path toward mastering the topic content. Students investigate the phenomena and use their experiences, e-text photos, diagrams, and other visual elements to apply them to the concepts they are learning. The scaffolded labs throughout the topic introduce core ideas in context as students ‘experience’ science while they gain new knowledge in the hands-on setting.</p> <p>For examples, please see the following: ATE: Topic 1 Quest Kickoff: Wind Makes it Go, 2-3 Topic 3 Quest Kickoff: Keep it Cool, 74-75 Topic 6 Quest Kickoff: Trails for All, 188-189</p>
<p>Instructional resources provide opportunities for Personalized Learning and the exercise of student voice and choice.</p>	<p><i>Elevate Science</i> offers comprehensive differentiation instruction and intervention support to address the needs of all learners—whether they are struggling, on-level, or advanced learners. This support provides system-driven opportunities to personalize learning for students and a library of resources to support the teacher in personalizing instruction and allowing students to exercise their voice and choice. Teachers can individualize the instruction by assigning different resources to either individual students or group of students. Many of the uInvestigate activities give students the opportunity to develop their own plans to investigate the lesson question.</p>

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<p>Instructional resources include grade level performance assessments that are formative and summative.</p>	<p>Learning outcomes are at the heart of each assessment we create, including those in our science textbooks. Our innovative technology-enhanced items, performance-based formative and summative assessments, and adaptive learning programs help measure and build key 21st-century skills in learners of all abilities—including the elements of conceptual understanding, basic and procedural skills, and problem solving. In print assessments includes lesson checks, investigation checks, and end-of-topic assessments. There are two types of performance assessments at the end of each topic- the Evidence-based assessment and the uDemonstrate investigation. Both of these assessments require students to demonstrate understating of topic concepts through its application in a new setting.</p> <p>For examples, please see the following: ATE: Evidence-Based Assessment, 98-99; 140-141 uDemonstrate Lab: What needs do pets have? 184-185</p>
<p>Instructional resources support individual, small group, and whole class learning opportunities and collaboration.</p>	<p><i>Elevate Science</i> provides opportunities for students to work individually, in small, cooperative groups and engage in science and engineering practices as a whole class. The Teacher Edition provides suggested grouping guidelines for the different hands-on activities, and other student interactions. The digital platform allows for group collaboration and the sharing of ideas through the Google integration tools.</p>
<p>Instructional resources consistently include content promoting use of critical thinking skills and problem-solving approaches and provide opportunities for students to use critical thinking skills and problem solving through a process of sustained inquiry.</p>	<p><i>Elevate Science</i> includes a variety of opportunities for students to practice and demonstrate critical-thinking and problem-solving skills. The uEngineer It activities highlight open-ended problem solving. The digital interactives encourage critical-thinking and analysis. The performance-based tasks, research projects, inquiry investigations, labs, open-ended response questions, multiple choice questions, drag-and-drop questions, and other content that provides opportunities for students to use critical thinking and problem solving through a process of sustained inquiry.</p>

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<p>Materials consistently promote the introduction of concepts through concrete experiences.</p>	<p>Elevate Science is designed for students to ‘experience’ science and not just read about it. Every lesson begins with the hands-on activity called uInvestigate, giving them concrete experiences to engage their minds and make science real. Up-to-date, accurate, themed topics are used to build knowledge in each unit, emphasizing the common characteristics of a unifying, relevant concept and promoting in-depth understanding through daily lessons.</p> <p>For examples, please see the following: ATE: uConnect Lab: How do things move?, 4 uInvestigate Lab: How can we make objects move?, 7 uInvestigate Lab: How do you roll?, 21</p>
<p>Instructional resources provide opportunities for students to apply learning in real-world situations.</p>	<p>The Quest challenge uses real-world challenges to set a context for student learning. Visual analogies connect difficult concepts to real world issues to help students better understand the concepts presented.</p> <p>For examples, please see the following: ATE: Topic 1 Quest: Wind Makes It Go Topic 3 Quest: Keep It Cool Topic 6 Quest: Trails for All</p>
<p>Materials consistently provide the appropriate level of abstraction and appropriate practical/real-life examples.</p>	<p>A rigorous curriculum offers students equal opportunities to develop understanding, practice key concepts and skills, and apply these concepts and skills in real-world or abstract situations. <i>Elevate Science</i> includes engaging real-life visuals, a write-in student text with practical examples and a consistent organization that aids student learning.</p>
<p>Materials consistently provide sufficient, grade-level appropriate examples of applications of concepts to promote depth of understanding.</p>	<p>Materials present current, scientifically accurate, and grade-appropriate scientific information, phenomena, and representations. Outside fact-checkers verify data used and authenticity of identified facts. A full research bibliography is available showing the research reviewed and sources cited that informed development of <i>Elevate Science</i>.</p>

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Resources are Inclusive, Accessible, Culturally Responsive, and Free of Bias	
Criteria	Correlation: Must address the identified need. When appropriate, provide examples in the resource. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
<p>Instructional resources represent women, people of different ages, religious, ethnic and racial minorities and persons with disabilities in many different environments and occupations, and in the roles of current science career fields.</p>	<p>Savvas systematically develops its educational products and vets its partnership products by implementing criteria and standards that reflect multiethnic, multiracial, and multicultural perspectives. Over the years, we have worked with numerous experts and consultants from universities and other educational institutions to provide a broad perspective in our educational materials. While creating high-quality educational content, our standards are aimed at the following:</p> <ul style="list-style-type: none"> • Integrating multicultural experiences into program content so students see themselves as part of what is valued in the school’s curriculum • Fostering self-esteem for greater academic achievement • Empowering students to act effectively in a democratic society and reach their full potential • Reducing prejudice by showing multicultural friendships and people from different backgrounds, working, playing, and living together <p>Our educational materials consider the needs of all students and are designed to provide a fair, balanced representation of various cultural groups and members, including racial, ethnic and religious groups; males and females; older people; and people with disabilities.</p> <p>For examples, please see the following: ATE: Quest Kickoff: Keep It Cool, 74 Quest Kickoff: Chasing Storms, 104 Quest Kickoff: Let’s Build a Park, 146</p>
<p>Instructional resources are free from stereotypes which assign a rigid set of characteristics to all members of a group.</p>	<p><i>Elevate Science</i> considers the needs of all students, is free from stereotypes, and is designed to provide a fair, balanced representation of various cultural groups and members, including racial, ethnic and religious groups; males and females; older people; and people with disabilities.</p>

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<p>Instructional resources provide teachers with strategies for meeting the needs of Advanced Learners, English Learners and Special Education students.</p>	<p><i>Elevate Science</i> instructional materials provide LCPS teachers with research-based social and emotional learning curriculum and materials for all learners, including students who receive special education services and students who receive gifted and talented services. Instructional materials also provide differentiating instruction based on diverse learners (i.e., sections provide scaffolds for ELLs and students with disabilities, teacher guidance in the introductory section, etc.) and scaffolded tools for remediation (for example, appendix resources for writing and editing, teacher guidance for assigning reading, etc.).</p> <p>For examples, please see the following: ATE: Differentiated Instruction, 10-11 ELD Support: Speaking, 42 ELD Support: Writing: 164</p>
<p>Instructional resources include accessibility features and tools for Advanced Learners, English Learners and Special Education students.</p>	<p>Instructional materials provide LCPS students with research-based social and emotional learning curriculum and materials for all learners, including students who receive special education services and students who receive gifted and talented services. Instructional materials also provide differentiating instruction based on diverse learners (i.e., sections provide scaffolds for ELLs and students with disabilities, teacher guidance in the introductory section, etc.) and scaffolded tools for remediation (for example, appendix resources for writing and editing, teacher guidance for assigning reading, etc.).</p> <p>For examples, please see the following: CT: Realize™ Digital Resources: Environments >Lesson 4, People Can Protect the Environment>Synthesize> Interactivity: Who is helping care for the Earth?; > uEngineer It!: Video: The Problem with a Tree</p>

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<p>Instructional resources include Tier 2 and Tier 3 vocabulary necessary to support English Learners and Special Education students.</p>	<p>LCPS can be confident in high-quality instructional materials and services that are developed for quality, efficacy, and usability, and are based on critical foundational research and proven classroom results. <i>Elevate Science</i> was developed to meet the needs of a diverse, high-need student population, including economically disadvantaged students, underrepresented racial/ethnic groups, and large populations of ELLs.</p>
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2018 Kindergarten Science Standards of Learning	
STANDARD	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
K.2 The student will investigate and understand that pushes and pulls affect the motion of objects. Key ideas include	
a) pushes and pulls can cause an object to move;	<p>ATE: uConnect Lab: How do things move?, 4 uInvestigate Lab: How can we make objects move?, 7 Pushes and Pulls, 8-9 Ways Objects Move, 10 Evidence-Based Assessment, 32-33 uDemonstrate Lab: How do objects change their motion?, 34-35</p> <p>CT: Realize™ Digital Resources: Pushes and Pulls >Lesson 1, Pushes and Pulls>Video: Pushes and Pulls;>Interactivity: Push and Pull</p>
b) pushes and pulls can change the direction of an object; and	<p>ATE: Different Ways to Move, 14 uEngineer It!: Maze Craze!, 18-19 uInvestigate Lab: How do you roll?, 21 Direction and Motion, 24 Quest Check-In Lab, 26 uDemonstrate Lab: How do objects change their motion?, 34-35</p> <p>CT: Realize™ Digital Resources: Pushes and Pulls >Lesson 2, Change in Movement>Video: Change in Movement >Lesson 3, Change Movement with Pushes and Pulls>Interactivity: Motion and Direction</p>

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c) changes in motion are related to the strength of the push or pull.

ATE:

Literacy Connection: Cause and Effect, 5

uInvestigate Lab: How do objects move?, 13

Different Speeds, 15

uInvestigate Lab: How do you roll?, 21

Quest Check-In Lab: How does wind move my sail car?, 26

Evidence-Based Assessment, 32-33

uDemonstrate Lab: How do objects change their motion?, 34-35

CT:

Realize™ Digital Resources:

Pushes and Pulls

Lesson 2, Change in Movement > Interactivity: How Objects Move

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Publisher Savvas Learning Company, LLC

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2018 Kindergarten Science Standards of Learning	
STANDARD	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
K.3 The student will investigate and understand that physical properties of an object can be described. Properties include	
a) colors	<p>ATE: The Essential Question: How can you classify different objects?, 37 uInvestigate Lab: How are objects the same?, 49 Objects in Groups, 50-51 Quest Check-In Lab: How can you observe and sort objects?, 54 uDemonstrate Lab: How is one object different from another?, 70-71</p> <p>CT: Realize™ Digital Resources: Matter >Lesson 2, Objects>Video: Objects;>Interactivity: Sorting Objects</p>

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<p>b) shapes and forms:</p>	<p>ATE: uInvestigate Lab: How are objects the same?, 49 Objects in Groups, 50-51 You Can Change Matter, 53 Quest Check-In Lab: How can you observe and sort objects?, 54 uInvestigate Lab: What can you observe about water?, 57 uDemonstrate Lab: How is one object different from another?, 70-71</p> <p>CT: Realize™ Digital Resources: Matter >Lesson 2, Objects>Video: Objects;>Interactivity: Sorting Objects</p>
<p>c) textures and feel: and</p>	<p>ATE: The Essential Question: How can you classify different objects?, 37 uConnect Lab: What is the object?, 40 Jumpstart Discovery!, 42 uInvestigate Lab: How does it feel?, 43 Objects in Groups, 50-51 Quest Check-In Lab: How can you observe and sort objects?, 54 uDemonstrate Lab: How is one object different from another?, 70-71</p> <p>CT: Realize™ Digital Resources: Matter >Lesson 1, Senses>Interactivity: We Observe Using the Senses</p>

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<p>d) relative sizes and weights of objects.</p>	<p>ATE: Temperature and Weight, 52 Quest Check-In Lab: How can you observe and sort objects?, 54 Math Connection, 55 uDemonstrate Lab: How is one object different from another?, 70-71</p> <p>CT: Realize™ Digital Resources: Matter >Lesson 2, Objects>Video: Objects</p>
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STANDARD	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
K.4 The student will investigate and understand that water is important in our daily lives and has properties. Key ideas include	
a) water has many uses;	<p>ATE: Plants Need Water, 154 Animals Need Water, 159 People are Animals, 166 uDemonstrate Lab: What needs do pets have?, 184-185 Needs, 194 People and Resources, 206</p> <p>CT: Realize™ Digital Resources: Needs of Living Things >Lesson 3, Needs of People>Video: Needs of People Environment >Lesson 3, People Change the Environment>Interactivity: People Affect the Environment</p>

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<p>b) water can be found in many places;</p>	<p>ATE: Animals Need Water, 159 Quest Check-In, 161 Deserts and Oceans, 196</p> <p>CT: Realize™ Digital Resources: Needs of Living Things >Lesson 2, Needs of Animals>Interactivity: Locating an Animal’s Needs</p>
<p>c) water occurs in different phases;</p>	<p>For supporting content, please see: ATE: uInvestigate Lab: What can you observe about water?, 57 Solids, Liquids, and Gases, 58 Identify, 59 Sunny and Not Sunny, 111</p> <p>CT: Realize™ Digital Resources: Matter >Lesson 3, Solids, Liquids, and Gases>Video: Materials Can Change</p>
<p>d) water flows downhill.</p>	<p>Please refer to <i>Elevate Science</i> Grade 2, Topic 3: Earth’s Land and Water, Lesson 2: Water on Earth.</p>

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STANDARD	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
K.5 The students will investigate and understand that senses allow humans to seek, find, take in, and react or respond to different information. Key ideas include	
a) the five basic senses correspond to specific human body structures; and	<p>ATE: The Five Senses, 44 Identify, 45</p> <p>CT: Realize™ Digital Resources: Matter >Lesson 1, Senses>Video: Senses;>Interactivity: We Observe Using the Senses;>Quiz: Senses</p>
b) senses are used in our daily lives.	<p>ATE: uInvestigate Lab: How does it feel?, 43 The Five Senses, 44-45 uDemonstrate Lab: How is one object different?, 70-71</p> <p>CT: Realize™ Digital Resources: Matter > Lesson 1, Senses>Video: Senses;>Interactivity: We Observe Using the Senses;>Quiz: Senses</p>

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STANDARD	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
K.6 The student will investigate and understand that there are differences between living organisms and nonliving objects. Key ideas include	
a) all things can be classified as living or nonliving; and	Please refer to <i>Elevate Science</i> Grade 1, Topic 5: Living Things, Lesson 4: Where Plants and Animals Live.
b) living organisms have certain characteristics that distinguish them from nonliving objects.	ATE: Plants Need Air, 153 Plants Need Water, 154 Animals Need Food, 158 Animals Need Water, 159 Animals Need Air, 160 People are Animals, 166 Living Things Have Life Cycles, 172 CT: Realize™ Digital Resources: Needs of Living Things >Lesson 4, Life Cycles> Interactivity: Life Cycle of a Pepper Plant

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STANDARD	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
K.7 The student will investigate and understand that plants and animals have basic needs and life processes. Key ideas include	
a) living things need adequate food, water, shelter, air, and space to survive;	<p>ATE: Plants Need Sunlight, 152 Plants Need Air, 153 Plants Need Water, 154 Animals Need Food, 158 Animals Need Water, 159 Animals Need Air, 160</p> <p>CT: Realize™ Digital Resources: Needs of Living Things >Lesson 1, Needs of Plants>Interactivity: Plants Have Needs >Lesson 2, Needs of Animals> Interactivity: Locating an Animal’s Needs</p>

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<p>b) plants and animals have life cycles; and</p>	<p>ATE: uInvestigate Lab: How does a plant grow and change?, 171 Living Things have Life Cycles, 172 Life Cycles Can Begin with Eggs, 174-175 Quest Check-In Lab: How do caterpillars change?, 176-177</p> <p>CT: Realize™ Digital Resources: Needs of Living Things >Lesson 4, Life Cycles>Video: Life Cycles;>Interactivity: Life Cycle of a Pepper Plant;>Quiz: Life Cycles</p>
<p>c) offspring of plants and animals are similar but not identical to their parents or to one another.</p>	<p>ATE: Babies Look Different from their Parents, 173</p> <p>CT: Realize™ Digital Resources: Needs of Living Things >Lesson 4, Life Cycles>Quiz: Life Cycles</p>

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STANDARD	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
K.8 The student will investigate and understand that light influences temperature on Earth’s surfaces and can cause shadows. Key ideas include	
a) the sun provides light and warms Earth’s surface;	ATE: uConnect Lab: How can you observe the sun?, 76 The Sun and Earth, 80-81 uInvestigate Lab: Which objects change in the sun?, 87 The Sun Warms Earth, 88-89 Sunlight and Earth, 90-91 uDemonstrate Lab: Where is it warmer?, 100-101 CT: Realize™ Digital Resources: Sunlight >Lesson 2, Sunlight and the Earth’s Surface>Video: Sunlight and the Earth’s Surface;>Interactivity: Sun Makes the Temperature Change
b) shadows can be produced when sunlight or artificial light is blocked by an object; and	Please see Elevate Science Grade 1, Topic 2: Light, Lesson 1: Observe Light.

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<p>c) objects in shadows and objects in sunlight have different temperatures.</p>	<p>ATE: uInvestigate Lab: What can the sun do?, 79 uEngineer It!: Sunny Days, 84-85 The Sun Warms Earth, 88-89 Quest Check-In Lab: Which material makes the best roof?, 92-93 uDemonstrate Lab: Where is it warmer?, 100-101</p> <p>CT: Realize™ Digital Resources: Sunlight >Lesson 2, Sunlight and the Earth’s Surface>Interactivity: Sun Makes the Temperature Change;>Quiz: Sunlight and the Earth’s Surface</p>
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STANDARD	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
K.9 The student will investigate and understand that there are patterns in nature. Key patterns include	
a) daily weather;	<p>ATE: uConnect Lab: How does the weather change during the day?, 106 Sunny and Not Sunny, 111 Wind, 112 uInvestigate Lab: How can you collect rain?, 117 Sun or Rain, 118 uDemonstrate Lab: What is the weather like?, 142-143</p> <p>CT: Realize™ Digital Resources: Earth's Weather >Lesson 1, Different Kinds of Weather>Interactivity: Weather >Lesson 2, Weather Patterns>Interactivity: Record the Weather</p>

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b) seasonal changes; and	<p>ATE: Hot or Cold Weather, 119 uInvestigate Lab: What is the weather like in different seasons?, 123 Different Seasons, 124-125 Quest Check-In: Seasonal Changes, 126 uDemonstrate Lab: What is the weather like?, 142-143</p> <p>CT: Realize™ Digital Resources: Earth's Weather >Lesson 2, Weather Patterns>Video: Weather Patterns >Lesson 3, Seasons>Video: Seasons;>Interactivity: Seasons</p>
c) day and night.	Please refer to <i>Elevate Science</i> Grade 1, Topic 3: Sky and Earth, Lesson 2: Patterns in the Sky.

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2018 Kindergarten Science Standards of Learning

STANDARD	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
K.10 The student will investigate and understand that change occurs over time. Key ideas include	
a) natural and human-made things change over time;	<p>ATE: uInvestigate Lab: How does a plant grow and change?, 171 Quest Check-In Lab: How do caterpillar change?, 176-177 uConnect Lab: How does a plant make a change to the place where it lives?, 190 Quest Check-In: Changes in Nature, 203 Quest Check-In Lab: How can people change the land?, 208 uDemonstrate Lab: How can an animal change where it lives?, 226-227</p> <p>CT: Realize™ Digital Resources: Environments >Lesson 2 Plants and Animals Change the Environment>Video: Plants and Animals Change the Environment;>Interactivity: Living Things Affect the Environment</p>

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<p>b) living and nonliving things change over time;</p>	<p>ATE: Quest Check-In: Seasonal Change, 126 uInvestigate Lab: How does a plant grow and change?, 171 Living Things have Life Cycles, 172 Quest Check-In Lab: How do caterpillar change?, 176-177 uConnect Lab: How does a plant make a change to the place where it lives?, 190 uDemonstrate Lab: How can an animal change where it lives?, 226-227</p> <p>CT: Realize™ Digital Resources: Needs of Living Things >Lesson 4, Life Cycles>Interactivity: Life Cycle of a Pepper Plant Environments >Lesson 2 Plants and Animals Change the Environment>Interactivity: Living Things Affect the Environment</p>
<p>c) changes can be observed and measured; and</p>	<p>ATE: uDemonstrate Lab: How do objects change their motion?, 34-35 uInvestigate Lab: Which objects change in the sun?, 87 uConnect Lab: How does the weather change during the day?, 106 uInvestigate Lab: How does a plant grow and change?, 171 Quest Check-In Lab: How do caterpillar change?, 176-177 uConnect Lab: How does a plant make a change to the place where it lives?, 190 uDemonstrate Lab: How can an animal change where it lives?, 226-227</p> <p>CT: Realize™ Digital Resources: Environments >Lesson 2 Plants and Animals Change the Environment>Interactivity: Living Things Affect the Environment</p>

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<p>d) changes may be fast or slow.</p>	<p>ATE: uInvestigate Lab: How does a plant grow and change?, 171 Different Seasons, 124-125 Thunderstorms and Tornadoes, 130 Hurricanes, 131 uDemonstrate Lab: What is the weather like?, 142-143 Quest Check-In Lab: How do caterpillars change?, 176-177</p> <p>CT: Realize™ Digital Resources: Earth's Weather >Lesson 3, Seasons>Interactivity: Seasons >Lesson 4, Severe Weather>Video: Severe Weather</p>
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STANDARD	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
K.11 The student will investigate and understand that humans use resources. Key ideas include	
a) some materials and objects can be used over and over again;	ATE: uInvestigate Lab: How can you make something useful?, 211 New Uses for Old Things, 212 What You Can Do, 214-215 CT: Realize™ Digital Resources: Environments >Lesson 4, People Can Protect the Environment>Video: People Can Protect the Environment;>Interactivity: Who is helping care for the Earth?
b) materials can be recycled; and	ATE: Helping Earth, 213 What You Can Do, 214-215 CT: Realize™ Digital Resources: Environments >Lesson 4, People Can Protect the Environment>Video: People Can Protect the Environment;>Interactivity: Who is helping care for the Earth?

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<p>c) choices we make impact the air, water, land and living things.</p>	<p>ATE: Getting What We Need, 207 Helping Earth, 213 What You Can Do, 214-215 Quest Check-In Lab: How can we save our trails?, 216-217 Evidence-Based Assessment, 224-225</p> <p>CT: Realize™ Digital Resources: Environments >Lesson 3, People Change the Environment>Video: People Change the Environment;>Interactivity: People Affect the Environment >Lesson 4, People Can Protect the Environment>Interactivity: Who is helping care for the Earth?</p>
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