

A Correlation of  
**elevateScience™**  
**Kindergarten**



To  
**West Virginia**  
**Course 6000 – Kindergarten Evaluation Criteria**

<b>PUBLISHER:</b>	Savvas Learning Company LLC, formerly PearsonK12 Learning		
<b>SUBJECT:</b>	Science	<b>SPECIFIC GRADE:</b>	Kindergarten
<b>COURSE:</b>	6000 — Science, Grade Kindergarten	<b>TITLE</b>	elevateScience™ Kindergarten
<b>COPYRIGHT:</b>	©2019		
<b>SE ISBN:</b>	9780328989294	<b>TE ISBN:</b>	9780328925100
<b>URL for Online Resources:</b>	SavvasRealize.com		
<b>Teacher Demo Account Username:</b>	WestVirginiaScience	<b>Teacher Demo Account Password:</b>	Savvas2022! (For state reviewer use only)
<b>Student Demo Account Username:</b>	WestVirginiaScience	<b>Student Demo Account Password:</b>	Savvas2022! (For state reviewer use only)

## NON-NEGOTIABLE EVALUATION CRITERIA

2022-2028

### Group IV – Science – Grade K

Equity, Accessibility and Format – This section to be completed by the County Adoption Committee Evaluation Responses			
Yes	No	CRITERIA	NOTES – by County Adoption Committee
X		<b>1. INTER-ETHNIC</b> The instructional resource meets the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy 2445.41.	The photographic, illustrative, and digital resources found throughout the Savvas <b>elevateScience™</b> program show people of a variety of ages, and ethnicities participating in everyday and science-related activities. See pages 2, 5, 29, 33, 36, 38, 65, 74, 84, 95, 104, 146, 188.
X		<b>2. EQUAL OPPORTUNITY</b> The instructional resource meets the requirements of equal opportunity: concepts, content, illustration, heritage, roles, contributions, experiences and achievements of males and females in American and other cultures.	The instructional resources of the Savvas <b>elevateScience™</b> program, including the Quest scientists and engineers, topic career features, lesson images and illustrations highlight the contributions of specific people of varying genders and cultures to science. See pages 2, 38, 74, 104, 146, 188.
X		<b>3. FORMAT</b> The instructional resource includes an interactive electronic/digital component for students.	Yes, the instructional resources of the Savvas <b>elevateScience™</b> program include both print, digital student text as well as fully interactives digital components like videos, interactives, simulations, virtual labs, and assessments. See SavvasRealize.com

**SE = Student Edition; TE = Teacher Edition; Digital Resources:** The symbol > indicates a click to reach each digital asset on the Realize platform.

X		<p><b>4. BIAS</b> The instructional resource is free of political bias.</p>	<p>Yes, the instructional resources of the Savvas <b>elevateScience™</b> program are free of political bias.</p>
X		<p><b>5. COMMON CORE</b> The instructional resource does not reference Common Core academic standards. (WV Code §18-2E-1b-1)</p>	<p>The instructional resources of the Savvas <b>elevateScience™</b> program do not reference Common Core academic standards.</p>
X		<p><b>6. INQUIRY</b> The instructional resource must include rigorous and developmentally appropriate active inquiry, investigations, and hands-on activities.</p>	<p>Yes, the instructional resources of the Savvas <b>elevateScience™</b> program includes a variety of rigorous and developmentally appropriate inquiry investigations, hands-on labs, interactive digital activities. Four types of inquiry and engineering investigations can be found in every topic. Look for the <i>uConnect</i>, <i>uInvestigate</i>, <i>uEngineer It!</i>, <i>uDemonstrate</i>. See representative examples in every topic on pages: 4, 7, 13, 18, 76, 79, 84, 106, 117, 123, 148, 190, 193, 199.</p>
X		<p><b>7. SAFETY</b> The instructional resource must include explicit guidance for demonstrating the safe and proper techniques for handling, manipulating and caring for developmentally appropriate science materials and treating living organisms ethically.</p>	<p>Yes, the Savvas <b>elevateScience™</b> program contains explicit explanations and guidance of safety procedures and techniques in the investigation notes. Additional safety information may be found within our information on our equipment materials kits on our digital Realize platform. Examples: pages 76, 134,157, 176, 190.</p>

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# GENERAL EVALUATION CRITERIA

**2022 -2028  
Group IV – Science**

**Grade K**

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, e.g. means “examples of”. Eighty percent of the general and eighty percent of the specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	In addition to alignment of West Virginia College- and Career-Readiness Standards (WVCCRS) for Science, instructional resources must also include opportunities for students to develop:										
<b>College- and Career-Readiness Skills</b>											
<b>Thinking and Problem-Solving Skills</b>											
<i>Science Content:</i>											
Representative Citations: <b>SE/TE:</b> uInvestigate Lab: How do you roll?, 21 uConnect Lab: What is the object?, 40 uInvestigate Lab: How are the objects the same?, 49 uDemonstrate Lab: How is one object different?, 70-71 Science Practices: Teamwork, EM8	1. provides opportunities for student collaboration.				<b>X</b>						

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<p>Continued:</p> <p><b>Realize™ Digital Resources:</b></p> <p><b>Sunlight</b> &gt;Lesson 2, Sunlight and the Earth's Surface&gt;Investigate Lab: Which objects change in the sun?</p> <p><b>Earth's Weather</b> &gt;Lesson 2, Needs of Animals&gt;Investigate Lab: Which feet do the best job?</p> <p><b>Environments</b> &gt;Lesson 1, Where Plants and Animals Live&gt;Investigate Lab: Who lives here?</p>								
<p>Representative Citations:</p> <p><b>SE/TE:</b> Investigate Lab: How can we make objects move?, 7 STEM Quest Check-In Lab: How can you build your sail car?, 16-17 Investigate Lab: What can the sun do?, 79 STEM Quest Check-In Lab: Which material makes the best roof?, 92-93 Investigate Lab: What does a storm look like?, 129</p> <p><b>Realize™ Digital Resources:</b></p> <p><b>Sunlight</b> &gt;Topic Close: Sunlight and the Earth's Surface&gt;Quest Findings: Keep It Cool</p> <p><b>Needs of Living Things</b> &gt;Lesson 3, Needs of People&gt;Investigate Lab: What should you wear? &gt;Topic Close: Needs of Living Things&gt;Quest Findings: Let's Build a Park!</p>	<p>2. requires students to investigate and discover multiple solutions through inquiry.</p>	<p>X</p>						

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<p>Representative Citations: For supporting content, please see: <b>TE Only:</b> 21<sup>st</sup> Century Skills: Dictionaries, 52 21<sup>st</sup> Century Skills: Visual Technology, 91 21<sup>st</sup> Century Skills: Predicting the Weather, 133 Career Connection, 179 21<sup>st</sup> Century Skills: Reuse and Recycle Campaign, 215</p>	<p><b>3.</b> includes options for using technology tools to gather information, make informed decisions, and justify solutions.</p>			<b>X</b>				
<p>Representative Citations: <b>SE/TE:</b> uConnect Lab: What can you observe about the sun?, 76 uDemonstrate Lab: Where is it warmer?, 100-101 uEngineer It! Build STEM: Don't Blow Away!, 114-115 Extreme Science: Infer, 169 STEM Quest Check-In Lab: How can we save our trails?, 216-217</p> <p><b>Realize™ Digital Resources:</b> <b>Earth's Weather</b> &gt;Lesson 1, Different Kinds of Weather&gt;uEngineer It! Interactivity: Stop the Rain and the Wind &gt;Lesson 4, Severe Weather&gt;Interactivity: Report Severe Weather <b>Environments</b> &gt;Lesson 4, People Can Protect the Environment&gt;uInvestigate Lab: How can you make something useful?</p>	<p><b>4.</b> engages students in critical thinking and the synthesis of information to analyze real-world problems.</p>	<b>X</b>						

**SE = Student Edition; TE = Teacher Edition; Digital Resources:** The symbol > indicates a click to reach each digital asset on the Realize platform.

<p>Representative Citations:  <b>SE/TE:</b>  Jumpstart Discovery!, 6  Crosscutting Concepts Toolbox: Cause and Effect, 15  STEM Quest Check-In Lab: Which material makes the best roof?, 92-93  Crosscutting Concepts Toolbox: Cause and Effect, 133  Investigate Lab: What should you wear?, 165</p> <p><b>Realize™ Digital Resources:</b>  <b>Sunlight</b>  &gt;Lesson 1, The Sun&gt;Investigate Lab: What can the sun do?  &gt;Topic Close: Sunlight and the Earth's Surface&gt;STEM Demonstrate Lab: Where is it warmer?  <b>Environments</b>  &gt;Lesson 3, People Change the Environment&gt;Interactivity: People Affect the Environment</p>	<p><b>5.</b> offers activities to connect multiple scientific phenomena to real-world events.</p>	<p><b>X</b></p>					
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**Information and Communication Skills**  
*For student mastery of college- and career-readiness standards, the instructional resources will include multiple strategies that provide students with opportunities to:*

<p>Representative Citations:  <b>TE Only:</b>  21<sup>st</sup> Century Skills: Visual Technology, 91  21<sup>st</sup> Century Skills: Weather Resources, 112  21<sup>st</sup> Century Skills: Predicting the Weather, 133</p>	<p><b>6.</b> interact with secure external multimedia resources for local and global collaboration.</p>				<p><b>X</b></p>		
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**SE = Student Edition; TE = Teacher Edition; Digital Resources:** The symbol > indicates a click to reach each digital asset on the Realize platform.

<p>Representative Citations: For supporting content, please see: <b>SE/TE:</b> uDemonstrate Lab: What needs do pets have?, 184-185 Communication, EM9</p> <p><b>TE Only:</b> 21<sup>st</sup> Century Skills: Visual Technology, 91 21<sup>st</sup> Century Skills: Weather Resources, 112 21<sup>st</sup> Century Skills: Predicting the Weather, 133 Differentiated Instruction: Support Advanced Learners, 161 Differentiated Instruction: Support Advanced Learners, 172 Career Connection, 179</p>	<p>7. develop conceptual understanding and research skills.</p>		X		
<p>Representative Citations: For supporting content, please see: <b>SE/TE:</b> uDemonstrate Lab: What is the weather like?, 142-143 uInvestigate Lab: Which feet do the best job?, 157 uInvestigate Lab: How do squirrels change the land?, 199 uEngineer It! Design STEM: The Problem with a Tree, 218-219 Data, EM3</p> <p><b>Realize™ Digital Resources:</b> <b>Pushes and Pulls</b> &gt;Lesson 3, Change Movement with Pushes and Pulls&gt;uInvestigate Lab: How do you roll? <b>Matter</b> &gt;Lesson 2, Objects&gt;uInvestigate Lab: How are objects the same? &gt;Topic Close: Matter&gt;uDemonstrate Lab: How is one object different?</p>	<p>8. articulate thoughts and ideas through oral, written, and multimedia communications.</p>		X		

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<p>Representative Citations:  <b>SE/TE:</b>  uInvestigate Lab: What can the sun do?, 79  uEngineer It! Model STEM: Sunny Days, 84-85  uEngineer It! Build STEM: Don't Blow Away!, 114-115  Quest Check-In: Predict the Weather, 121  Quest Check-In Lab: How does the wind move?, 134-135  uInvestigate Lab: How does a plant grow and change?, 171</p> <p><b>Realize™ Digital Resources:</b>  <b>Sunlight</b>  &gt;Lesson 1, The Sun&gt;uInvestigate Lab: What can the sun do?  <b>Needs of Living Things</b>  &gt;Lesson 4, Life Cycles&gt;Quest Check-In Lab: How do caterpillars change?  &gt;Lesson 4, People Can Protect the Environment&gt;Quest Check-In Lab: How can we save our trails?</p>	<p><b>9.</b> interpret and apply visually expressed information (e.g., flowchart, diagram, model, graph, or table).</p>	<p><b>X</b></p>					
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**Personal and Workplace Productivity Skills**

*For student mastery of college- and career-readiness standards, the instructional resources will provide students with opportunities to:*

<p>Representative Citations:  <b>SE/TE:</b>  uInvestigate Lab: How do you roll?, 21  uConnect Lab: What is the object?, 40  uInvestigate Lab: How are objects the same?, 49  uDemonstrate Lab: How is one object different?, 70-71  Science Practices: Teamwork, EM8</p> <p><b>Realize™ Digital Resources:</b>  <b>Earth's Weather</b>  &gt;Lesson 1, Different Kinds of Weather&gt;uInvestigate Lab: How can you make it rain?  <b>Needs of Living Things</b>  &gt;Lesson 1, Where Plants and Animals Live&gt;uInvestigate Lab: Who lives here?  &gt;Lesson 3, Needs of People&gt;uInvestigate Lab: What should you wear?</p>	<p><b>10.</b> use interpersonal skills to work cooperatively to accomplish a task.</p>	<p><b>X</b></p>					
<p>Representative Citations:  <b>SE/TE:</b>  uDemonstrate Lab: How do objects change their motion?, 34-35  Quest Check-In Lab: How will you sort solids, liquids, and gases?, 60-61  Quest Check-In Lab: How does the wind move?, 134-135  uInvestigate Lab: How do plants get water?, 151  uInvestigate Lab: Which feet do the best job?, 157</p> <p><b>Realize™ Digital Resources:</b>  <b>Pushes and Pulls</b>  &gt;Lesson 2, Change in Movement&gt;Quest Check-In Lab: How can you build your sail car?  &gt;Topic Close: Pushes and Pulls&gt;uDemonstrate Lab: How do objects change their motion?  <b>Earth's Weather</b>  &gt;Lesson 4, Severe Weather&gt;Quest Check-In Lab: How does the wind move?</p>	<p><b>11.</b> develop and initiate a plan of action to complete a task or project.</p>	<p><b>X</b></p>					

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<p>Representative Citations: For supporting content, please see: <b>SE/TE:</b> uConnect Lab: How do things move?, 4 Quest Check-In Lab: How will you sort solids, liquids, and gases?, 60-61 uInvestigate Lab: Which objects change in the sun?, 87 uEngineer It! Build STEM: Don't Blow Away!, 114-115 uInvestigate Lab: How can you model changing the environment?, 205</p> <p><b>Realize™ Digital Resources:</b> <b>Sunlight</b> &gt;Lesson 1, The Sun&gt;uInvestigate Lab: What can the sun do? <b>Needs of Living Things</b> &gt;Lesson 1, Needs of Plants&gt;uInvestigate Lab: How do plants get water? <b>Environments</b> &gt;Lesson 4, People Can Protect the Environment&gt;Quest Check-In Lab: How can we save our trails?</p>	<p><b>12.</b> develop and practice time- and project-management skills.</p>	<p><b>X</b></p>					
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<p>Representative Citations:  <b>SE/TE:</b>  STEM Quest Check-In Lab: How can you build your sail car?, 16-17  STEM Quest Check-In Lab: How does wind move my sail car?, 26  STEM Quest Check-In Lab: Which material makes the best roof?, 92-93  uConnect Lab: What if plants do not get what they need?, 148  STEM ulnvestigate Lab: How can you make something useful?, 211</p> <p><b>Realize™ Digital Resources:</b>  <b>Earth's Weather</b>  &gt;Lesson 4, Severe Weather&gt;ulnvestigate Lab: What does a storm look like?  <b>Needs of Living Things</b>  &gt;Lesson 2, Needs of Animals&gt;ulnvestigate Lab: Which feet do the best job?  <b>Environments</b>  &gt;Lesson 4, People Can Protect the Environment&gt;Quest Check-In Lab: How can we save our trails?</p>	<p><b>13.</b> reflect upon and evaluate the results of a task or project.</p>	<p><b>X</b></p>					
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<p>Representative Citations:  <b>SE/TE:</b>  uInvestigate Lab: How do you roll?, 21  uConnect Lab: What is the object?, 40  uInvestigate Lab: How are the objects the same?, 49  uConnect Lab: How does the weather change during the day?, 106  STEM Quest Check-In Lab: How can we save our trails?, 216-217</p> <p><b>Realize™ Digital Resources:</b>  <b>Sunlight</b>  &gt;Lesson 2, Sunlight and the Earth's Surface&gt;uInvestigate Lab: Which objects change in the sun?  <b>Earth's Weather</b>  &gt;Lesson 2, Needs of Animals&gt;uInvestigate Lab: Which feet do the best job?  <b>Environments</b>  &gt;Lesson 1, Where Plants and Animals Live&gt;uInvestigate Lab: Who lives here?</p>	<p><b>14. assume various roles and responsibilities when working independently or as a group.</b></p>	<p><b>X</b></p>						
<p>Representative Citations:  <b>SE/TE:</b>  Career Connection: Sailboat Designer, 29  Career Connection: Science Teacher, 65  Career Connection: Architect, 95  Career Connection: Storm Chaser, 137  Career Connection: Wildlife Biologist, 179  Career Connection: Park Ranger, 221</p>	<p><b>15. explore science-related careers.</b></p>	<p><b>X</b></p>						

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<p>Representative Citations:  <b>SE/TE:</b>  uDemonstrate Lab: What needs do pets have?, 184-185</p> <p><b>TE Only:</b>  Differentiated Instruction: Support Advanced Learners, 161  Differentiated Instruction: Support Advanced Learners, 172  Career Connection, 179</p>	<p><b>16.</b> conduct research, validate sources, and report findings ethically.</p>	<p><b>X</b></p>						
<p>Representative Citations:  <b>SE/TE:</b>  STEM Quest Check-In Lab: How can you build your sail car?, 16-17  STEM Quest Check-In Lab: How does wind move my sail car?, 26  uEngineer It! Improve STEM: Up and Away!, 62-63  STEM Quest Check-In Lab: Which material makes the best roof?, 92-93  uEngineer It! Build STEM: Don't Blow Away!, 114-115  Improve the Design, EM11</p> <p><b>Realize™ Digital Resources:</b>  <b>Sunlight</b>  &gt;Topic Close: Sunlight and the Earth's Surface&gt;STEM uDemonstrate Lab: Where is it warmer?  <b>Earth's Weather</b>  &gt;Lesson 4, Severe Weather&gt;Quest Check-In Lab: How does the wind move?  <b>Environments</b>  &gt;Lesson 4, People Can Protect the Environment&gt;Quest Check-In Lab: How can we save our trails?</p>	<p><b>17.</b> demonstrate mastery through multiple efforts.</p>	<p><b>X</b></p>						

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**Developmentally Appropriate Instructional Resources and Strategies**

*For student mastery of college- and career-readiness standards, the instructional resources:*

<p>Representative Citations:  <b>TE Only:</b>                  Differentiated Learning, 5                  ELD Support, 48                  Differentiated Instruction, 94                  ELD Support, 145                  Differentiated Instruction, 219</p>	<p><b>18.</b> include multiple research-based strategies for differentiation, intervention, and enrichment to support all learners.</p>	<p><b>X</b></p>					
<p>Representative Citations:                  For supporting content, please see:  <b>SE/TE:</b>                  Jumpstart Discovery!, 20                  Jumpstart Discovery!, 56                  Jumpstart Discovery!, 86                  Jumpstart Discovery!, 170                  Jumpstart Discovery!, 204</p> <p><b>Realize™ Digital Resources:</b>  <b>Title</b>  <b>Pushes and Pulls</b>                  &gt;Topic Launch: Pushes and Pulls&gt;Song: Use Some Force!  <b>Sunlight</b>                  &gt;Topic Launch: Sunlight&gt;Coloring Activity: Sunlight  <b>Needs of Living Things</b>                  &gt;Topic Launch: Needs of Living Things&gt;Song: Living Things</p>	<p><b>19.</b> provide multiple opportunities for incorporating various learning modalities.</p>			<p><b>X</b></p>			

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<p>Representative Citations:  <b>SE/TE:</b>  uInvestigate Lab: How can we make objects move?, 7  uInvestigate Lab: How does it feel?, 43  Quest Check-In Lab: How will you sort solids, liquids, and gases?, 60-61  uEngineer It! Model STEM: Sunny Days, 84-85  uEngineer It! Build STEM: Don't Blow Away!, 114-115  uEngineer It! Design STEM: It Is Cold Out There!, 162-163</p> <p><b>Realize™ Digital Resources:</b>  <b>Matter</b>  &gt;Lesson 1, Senses&gt;Quest Check-In Lab: What senses can you use to compare animals?  <b>Earth's Weather</b>  &gt;Lesson 3, Seasons&gt;uInvestigate Lab: What is the weather like in different seasons?  <b>Environments</b>  &gt;Lesson 3, People Change the Environment&gt;uInvestigate Lab: How can you model changing the environment?</p>	<p><b>20.</b> provide multiple opportunities to engage in hands-on activities.</p>	<p><b>X</b></p>					
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<p>Representative Citations:  <b>SE/TE:</b>  <ulinvestigate 7<br="" can="" how="" lab:="" make="" move?,="" objects="" we=""></ulinvestigate> <ulinvestigate 57<br="" about="" can="" lab:="" observe="" water?,="" what="" you=""></ulinvestigate> <ulinvestigate 109<br="" can="" how="" it="" lab:="" make="" rain?,="" you=""></ulinvestigate> <ulinvestigate 165<br="" lab:="" should="" wear?,="" what="" you=""></ulinvestigate> <ulinvestigate 205<="" can="" changing="" environment?,="" how="" lab:="" model="" p="" the="" you=""> <p><b>Realize™ Digital Resources:</b>  <b>Pushes and Pulls</b>  &gt;Lesson 2, Change in Movement&gt;How do objects move?  <b>Sunlight</b>  &gt;Lesson 2, Sunlight and the Earth's Surface&gt;<ulinvestigate change="" in="" lab:="" objects="" sun?<br="" the="" which=""></ulinvestigate> <b>Needs of Living Things</b>  &gt;Lesson 4, Life Cycles&gt;<ulinvestigate a="" and="" change?<="" does="" grow="" how="" lab:="" p="" plant=""> </ulinvestigate></p></ulinvestigate></p>	<p><b>21.</b> cultivate investigative abilities leading to logical conclusions.</p>	<p><b>X</b></p>					
<p>Representative Citations:  <b>SE/TE:</b>  Reading Check: Cause and Effect, 8  <ulinvestigate 13<br="" do="" how="" lab:="" move?,="" objects=""></ulinvestigate> Reading Check: Picture Clues, 77  Quest Check-In: Weather Words, 113  Assessment, 138  Assessment, 222</p> <p><b>Realize™ Digital Resources:</b>  <b>Matter</b>  &gt;Lesson 1, Senses&gt;Interactivity: We Observe Using the Senses</p>	<p><b>22.</b> incorporate authentic scientific vocabulary acquisition.</p>	<p><b>X</b></p>					

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<p>Representative Citations:  <b>SE/TE:</b>  uConnect Lab: What is the object?, 40  Quest Check-In Lab: How can you observe and sort objects?, 54  uConnect Lab: What can you observe about the sun?, 76  Quest Check-In Lab: How does the wind move?, 134-135  uInvestigate Lab: What should you wear?, 165  uConnect Lab: How does a plant make a change to the places where it lives?, 190</p> <p><b>Realize™ Digital Resources:</b>  <b>Matter</b>  &gt;Lesson 1, Senses&gt;Quest Check-In Lab: What senses can you used to compare animals?  <b>Needs of Living Things</b>  &gt;Lesson 2, Needs of Animals&gt;uInvestigate Lab: Which feet do the best job?  <b>Environments</b>  &gt;Lesson 4, People Can Protect the Environment&gt;uInvestigate Lab: How can you make something useful?</p>	<p><b>23.</b> integrate laboratory safety practices within learning experiences.</p>	<p><b>X</b></p>					
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<b>Life Skills</b>						
<i>For student mastery of college- and career-readiness standards, the instructional resources will provide students with opportunities to:</i>						
<p>Representative Citations:  <b>SE/TE:</b>  uEngineer It! Design STEM: Maze Craze!, 18-19  uEngineer It! Improve STEM: Up and Away!, 62-63  uEngineer It! Build STEM: Don't Blow Away!, 114-115  STEM uInvestigate Lab: How can you make something useful?, 211</p> <p><b>Realize™ Digital Resources:</b>  <b>Sunlight</b>  &gt;Lesson 1, The Sun&gt;uInvestigate Lab: What can the sun do?  <b>Earth's Weather</b>  &gt;Lesson 4, Severe Weather&gt;Quest Check-In Lab: How does the wind move?  <b>Environments</b>  &gt;Lesson 4, People Can Protect the Environment&gt;Quest Check-In Lab: How can we save our trails?</p>	<p><b>24.</b> persevere to complete a task and generate high quality work.</p>	<p><b>X</b></p>				
<p>Representative Citations:  <b>SE/TE:</b>  Career Connection: Architect, 95  uInvestigate Lab: How do squirrels change the land?, 199</p>	<p><b>25.</b> be exposed to and be respectful of varying viewpoints.</p>	<p><b>X</b></p>				

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<p>Representative Citations:  <b>SE/TE:</b>  uInvestigate Lab: How do objects move?, 13  uInvestigate Lab: How does it feel?, 43  Quest Check-In Lab: How will you sort solids, liquids, and gases?, 60-61  Quest Check-In Lab: How does the wind move?, 134-135  STEM uInvestigate Lab: How can you make something useful?, 211</p> <p><b>Realize™ Digital Resources:</b>  <b>Matter</b>  &gt;Lesson 2, Objects&gt;uInvestigate Lab: How are objects the same?  <b>Earth's Weather</b>  &gt;Lesson 3, Seasons&gt;uInvestigate Lab: What is the weather like in different seasons?  <b>Environments</b>  &gt;Topic Close: Environments&gt;STEM  uDemonstrate Lab: How can an animal change where it lives?</p>	<p><b>26.</b> engage in hands-on activities to promote the understanding of science content.</p>	<p><b>X</b></p>					
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<p>Representative Citations:  <b>SE/TE:</b>  <ulinvestigate 7<br="" can="" how="" lab:="" make="" move?,="" objects="" we=""></ulinvestigate> <ulinvestigate 49<br="" are="" how="" lab:="" objects="" same?,="" the=""></ulinvestigate> <ulinvestigate 117<br="" can="" collect="" how="" lab:="" rain?,="" you=""></ulinvestigate> <ulinvestigate 151<br="" do="" get="" how="" lab:="" plants="" water?,=""></ulinvestigate> <ulinvestigate 193<br="" here?,="" lab:="" lives="" who=""></ulinvestigate> <ulinvestigate 199<="" change="" do="" how="" lab:="" land?,="" p="" squirrels="" the=""> <p><b>Realize™ Digital Resources:</b>  <b>Sunlight</b>  &gt;Lesson 2, Sunlight and the Earth's Surface&gt;  <ulinvestigate change="" in="" lab:="" objects="" sun?<br="" the="" which=""></ulinvestigate> <b>Earth's Weather</b>  &gt;Lesson 4, Severe Weather&gt;  <ulinvestigate a="" does="" lab:="" like?<br="" look="" storm="" what=""></ulinvestigate> <b>Needs of Living Things</b>  &gt;Lesson 4, Life Cycles&gt;  <ulinvestigate a="" and="" change?<="" does="" grow="" how="" lab:="" p="" plant=""> </ulinvestigate></p></ulinvestigate></p>	<p><b>27. investigate the natural world and universe.</b></p>	<p><b>X</b></p>					
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**SE = Student Edition; TE = Teacher Edition; Digital Resources:** The symbol > indicates a click to reach each digital asset on the Realize platform.

<p>Representative Citations:  <b>SE/TE:</b>  Jumpstart Discovery!, 122  uInvestigate Lab: What is the weather like in different seasons?, 123  uInvestigate Lab: What should you wear?, 165  uConnect Lab: How does a plant make a change to the place where it lives?, 190  Communication, EM9</p> <p><b>TE Only:</b>  Career Connection, 95  Career Connection, 179</p> <p><b>Realize™ Digital Resources:</b>  <b>Earth's Weather</b>  &gt;Lesson 1, Different Kinds of Weather&gt;uInvestigate Lab: How can you make it rain?  <b>Needs of Living Things</b>  &gt;Lesson 2, Needs of Animals&gt;uInvestigate Lab: Which feet do the best job?  <b>Environments</b>  &gt;Lesson 1, Where Plants and Animals Live&gt;uInvestigate Lab: Who lives here?</p>	<p><b>28.</b> practice situational language (e.g., presentations, debates, speeches, collaborative discussions, social media) in real-world activities.</p>	<p><b>X</b></p>					
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**SE = Student Edition; TE = Teacher Edition; Digital Resources:** The symbol > indicates a click to reach each digital asset on the Realize platform.

<p>Representative Citations: For supporting content, please see: <b>SE/TE:</b> Extreme Science: Storms on the Sun, 83 Quest Kickoff: Chasing Storms, 104-105 Extreme Science: Thundersnow, 127 uInvestigate Lab: What should you wear?, 165 uInvestigate Lab: How can you model changing the environment?, 205 Quest Check-In Lab: How can people change the land?, 208 STEM Quest Check-In Lab: How can we save our trails?, 216-217</p> <p><b>Realize™ Digital Resources:</b> <b>Earth's Weather</b> &gt;Lesson 4, Severe Weather&gt;uInvestigate Lab: What does a storm look like? &gt;Topic Close: Earth's Weather&gt;STEM uDemonstrate Lab: What is the weather like? <b>Environments</b> &gt;Lesson 3, People Change the Environment&gt;Interactivity: People Affect the Environment</p>	<p><b>29.</b> understand the impact of global issues and events on their lives, communities, and greater society.</p>			<p>X</p>			
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**SE = Student Edition; TE = Teacher Edition; Digital Resources:** The symbol > indicates a click to reach each digital asset on the Realize platform.

<p>Representative Citations:  <b>SE/TE:</b>  uInvestigate Lab: What can you observe about water?, 57  uDemonstrate Lab: Where is it warmer?, 100-101  uInvestigate Lab: Which feet do the best job?, 157  STEM uInvestigate Lab: How can you make something useful?, 211  Science Practices: Tools, EM4</p> <p><b>Realize™ Digital Resources:</b>  <b>Matter</b>  &gt;Lesson 1, Senses&gt;Quest Check-In Lab: What senses can you used to compare animals?  <b>Needs of Living Things</b>  &gt;Lesson 2, Needs of Animals&gt;uInvestigate Lab: Which feet do the best job?  <b>Environments</b>  &gt;Lesson 4, People Can Protect the Environment&gt;uInvestigate Lab: How can you make something useful?</p>	<p><b>30.</b> use laboratory equipment properly.</p>	<p><b>X</b></p>					
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<b>Assessment</b>						
<i>The instructional resources provide:</i>						
<p>Representative Citations:  <b>SE/TE:</b>            Quest Findings: Wind Makes It Go, 28            Assessment, 66-67            Quest Findings: Keep It Cool, 94            Assessment, 138-139            Quest Findings: Let’s Build a Park!, 178            Assessment, 180-181            Quest Findings: Trails for All, 220</p> <p><b>Realize™ Digital Resources:</b>  <b>Pushes and Pulls</b>            &gt;Lesson 3, Change Movement with Pushes and Pulls&gt;Quiz: Change Movement with Pushes and Pulls  <b>Sunlight</b>            &gt;Lesson 2, Sunlight and the Earth’s Surface&gt;Quiz: Sunlight and the Earth’s Surface  <b>Environments</b>            &gt;Topic Close: Environments&gt;Test: Environments</p>	<p><b>31.</b> ongoing diagnostic formative and summative assessments.</p>	<p><b>X</b></p>				
<p>Representative Citations:            For supporting content, please see:  <b>SE/TE:</b>            Assessment, 30-31            Evidence-Based Assessment, 68-69            Performance-Based Assessment, 70-71            Assessment, 96-97            Evidence-Based Assessment, 140-141            Evidence-Based Assessment, 182-183            Performance-Based Assessment, 184-184</p> <p><b>Realize™ Digital Resources:</b>  <b>Sunlight</b>            &gt;Topic Close: Sunlight and the Earth’s Surface&gt;Test: Sunlight and the Earth’s Surface  <b>Needs of Living Things</b>            &gt;Topic Close: Needs of Living Things&gt;Test: Needs of Living Things  <b>Environments</b></p>	<p><b>32.</b> a variety of assessment formats, including performance tasks, multimedia simulations, portfolio evaluations, as well as data-dependent and open-ended questions.</p>	<p><b>X</b></p>				

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<p>&gt;Lesson 1: Where Plants and Animals Live&gt;Quiz: Where Plants and Animals Live</p>								
<p>Representative Citations: <b>TE Only:</b> Worksheet, 3 Worksheet, 75 Worksheet, 136 Assessment Rubric, 185 Assessment Rubric, 227</p> <p><b>Realize™ Digital Resources:</b> <b>Pushes and Pulls</b> &gt;Topic Launch: Pushes and Pulls&gt;Quest Rubric: Wind Makes it Go <b>Earth's Weather</b> &gt;Topic Launch: Earth's Weather&gt;Quest Rubric: Chasing Storms <b>Environments</b> &gt;Topic Launch: Environments&gt;Quest Rubric: Trails for All</p>	<p><b>33.</b> rubrics wherein all learners demonstrate progress toward mastery.</p>	<p><b>X</b></p>						
<p><b>Organization, Presentation and Format</b> <i>The instructional resources:</i></p>								
<p>Representative Citations: <b>SE/TE:</b> Topic 1 Table of Contents: Pushes and Pulls, 1A-1B Topic 2 Table of Contents: Matter, 36A-36B Topic 3 Table of Contents: Sunlight, 72A-73B Topic 4 Table of Contents: Earth's Weather, 102A-102B Topic 5 Table of Contents: Needs of Living Things, 144A-144B Topic 6 Table of Contents: Environments, 186A-186B</p>	<p><b>34.</b> are organized in logical sequence to optimize instructional effectiveness and efficiency.</p>	<p><b>X</b></p>						

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<p>Representative Citations:  <b>TE Only:</b>  Scope and Sequence, xii-xiii  Pacing Guide, xiv-xv</p>	<p><b>35.</b> connect common themes across multiple science disciplines.</p>	<p><b>X</b></p>						
<p>Representative Citations:  <b>SE/TE:</b>  Literacy Toolbox: Main Ideas and Details, 44  STEM Math Connection: Measure and Sort, 55  Literacy Toolbox: Picture Clues, 80  Literacy Toolbox: Main Idea and Details, 112  Math Toolbox: Measure, 124  Literacy Connection: Sequence, 191</p>	<p><b>36.</b> integrate cross-curricular connections.</p>	<p><b>X</b></p>						
<p>Representative Citations:  <b>TE Only:</b>  Elevate Learning!, viii-ix  Elevate Results!, x-xi  Scope and Sequence, xii-xiii  Pacing Guide, xiv-xv  Guiding Inquiry, 4</p>	<p><b>37.</b> provide educators necessary science content knowledge, pedagogy, and management techniques to guide learning experiences.</p>	<p><b>X</b></p>						

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# SPECIFIC EVALUATION CRITERIA

## 2022-2028 Group IV – Science Grade K

All West Virginia teachers are responsible for classroom instruction that integrates content standards, foundational skills, literacy, learning skills, computer science and technology tools. Students in grades K - 2 will advance through a developmentally appropriate progression of standards. The following chart represents the College- and Career-Readiness Indicators for Science that will be developed in grades K - 2.

College- and Career-Readiness Indicators for Science	
Grades K - 2	
Nature of Science	
<ul style="list-style-type: none"> <li>• Scientific knowledge is simultaneously reliable and subject to change based on empirical evidence and interpretation.</li> <li>• Scientific knowledge is obtained through a combination of observations of the natural world and inferences based on those observations.</li> <li>• Science is a creative human endeavor which is influenced by social and cultural biases.</li> <li>• A primary goal of science is the formation of theories and laws. Theories are inferred explanations of some aspect of the natural world based on successfully tested information from evidence and evaluated phenomena. Laws describe relationships among what has been observed in the natural world.</li> <li>• Scientific investigations use a variety of methods to address questions about the natural and material world.</li> </ul>	
Practices of Scientists and Engineers	Science Connecting Concepts
<ul style="list-style-type: none"> <li>• Asking questions and defining problems</li> <li>• Developing and using models</li> <li>• Planning and carrying out investigations</li> <li>• Analyzing and interpreting data</li> <li>• Using mathematical and computational thinking</li> <li>• Constructing explanations and designing solutions</li> <li>• Engaging in argument from evidence</li> <li>• Obtaining, evaluating, and communicating information</li> </ul>	<ul style="list-style-type: none"> <li>• Observing patterns</li> <li>• Investigating and explaining cause and effect</li> <li>• Recognizing scale, proportion, and quantity</li> <li>• Defining systems and system models</li> <li>• Tracking energy and matter flows into, out of, and within systems to understand system behavior</li> <li>• Determining the relationships between structure and function</li> <li>• Studying stability and change</li> </ul>

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Science Literacy	Science Lab Safety
<ul style="list-style-type: none"> <li>• Utilizing and connecting ideas among informational (factual) scientific texts</li> <li>• Integrating and applying information presented in various media formats when writing and speaking</li> <li>• Citing evidence to support scientific claims</li> <li>• Comparing and contrasting sets of data</li> <li>• Building and appropriately using science domain vocabulary and phrases</li> <li>• Interpreting and applying visually expressed information (e.g., flowchart, diagram, model, graph, or table)</li> </ul>	<ul style="list-style-type: none"> <li>• Requiring lab safety training and archiving signed student safety contracts including medical conditions</li> <li>• Wearing proper protective equipment as needed (e.g., goggles, apron, and gloves)</li> <li>• Requiring grade-appropriate lab equipment operation and safety training</li> <li>• Storing and disposing of chemical/biological materials properly</li> <li>• Following ethical classroom use of living organisms</li> </ul>

The specific evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. **In specific grade level criteria with bullet points, each of those items must be addressed.** Eighty percent of the general and eighty percent of the specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I	A	M	N
In addition to alignment of West Virginia College- and Career-Readiness Standards (WVCCRS) for Science, instructional resources must also include opportunities for students to develop:								
<b>College- and Career-Readiness Standards</b>								
<b>Physical Science: Forces and Interactions: Pushes and Pulls</b>								
<b>SE/TE:</b> Quest Kickoff: Wind Makes It Go, 2-3 uConnect Lab: How do things move?, 4 uInvestigate Lab: How can we make objects move?, 7 Engineering Toolbox: Conduct an Investigation, 8 Quest Check-In, 11 uInvestigate Lab: How do objects move?, 13 STEM Quest Check-In Lab: How can you build your sail car?, 16-17 Quest Findings: Wind Makes It Go, 28 uDemonstrate Lab: How do objects change their motion?, 34-35  <b>Realize™ Digital Resources:</b> <b>Pushes and Pulls</b> >Topic Launch>Quest Kickoff>Video: Wind Make It Go >Lesson 1, Pushes and Pulls>Interactivity: Push and Pull >Topic Close>Quest Findings>Interactivity>Wind Makes It Go	1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	X						

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<p><b>SE/TE:</b>  Quest Kickoff: Wind Makes It Go, 2-3  STEM Quest Check-In: How can you build your sail car?, 16-17  uEngineer It!: Maze Craze!, 18-19  uInvestigate Lab: How do you roll?, 21  Quest Check-In: How does wind move my sail car?, 26  Quest Findings: Wind Makes It Go, 28  uDemonstrate Lab: How do objects change their motion?, 34-35</p> <p><b>Realize™ Digital Resources:</b>  <b>Pushes and Pulls</b>  &gt;Topic Launch&gt;Quest Kickoff&gt;Video: Wind Make It Go  &gt;Lesson 2, Change in Movement&gt;Interactivity: How Objects Move; Video&gt;Engineering Video  &gt;Lesson 3, Change Movements with Pushes and Pulls&gt;Interactivity: Motion and Direction  &gt;Topic Close&gt;Quest Findings&gt;Interactivity&gt;Wind Makes It Go</p>	<p>2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.*</p>	<p>X</p>					
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**Life Science: Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment**

<p><b>SE/TE:</b>                  Quest Kickoff: Let's Build a Park, 146-147                  uConnect Lab: What if plants do not get what they need?, 148                  ulnvestigate Lab: How do plants get water?, 151                  Crosscutting Concepts Toolbox: Patterns, 152                  Plants Need Air, 153                  Quest Check-In: Caring for Plants at the Park, 155                  ulnvestigate Lab: Which feet do the best job?, 157                  Animals Need Food, 158                  Animals Need Water, 159                  Animals Need Air, 160                  Quest Check-In: Fish in the Park, 161                  uEngineer It!: It Is Cold Out There!, 162-163                  ulnvestigate Lab: What should you wear?, 165                  Crosscutting Concepts Toolbox: Patterns 166                  Quest Connection, 167                  ulnvestigate Lab: How does a plant grow and change?, 171                  Quest Connection, 175                  Quest Check-In Lab: How do caterpillars change?, 176-177                  Quest Findings: Let's Build a Park, 178                  uDemonstrate Lab: What needs do pets have?, 184-185</p> <p><b>Realize™ Digital Resources:                  Needs of Living Things</b>                  &gt;Topic Launch&gt;Quest Kickoff&gt;Video: Let's Build a Park                  &gt;Lesson 1, Needs of Plants&gt;Video: Needs of Plants;&gt;Interactivity: Plants Have Needs                  &gt;Lesson 2, Needs of Animals&gt;Video: Needs of Animals;&gt;Interactivity: Locating an Animal's Needs;&gt;uEngineer It!&gt;Interactivity: Build an Animal Shelter                  &gt;Lesson 3, Needs of People&gt;Video: Needs of People;&gt;Interactivity: People Have Needs                  &gt;Topic Close&gt;Quest Findings&gt;Interactivity: Let's Build a Park</p>	<p>3. Use observations to describe patterns of what plants and animals (including humans) need to survive.</p>	<p>X</p>					
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<p><b>SE/TE:</b>  Quest Kickoff: Trails for All, 188-189  uConnect Lab: How does a plant make a change to the place where it lives?, 190  Jumpstart Discovery!, 198  uInvestigate Lab: How do squirrels change the land?, 199  Where Plants Live, 200  Animals in Their Environment, 201  Plants and Animals Together, 202  Quest Check-In: Changes in Nature, 203  uInvestigate Lab: How can you model changing the environment?, 205  Getting What We Need, 207  Quest Connection, 207  Quest Check-In Lab: How can people change the land?, 208  What You Can Do, 214-215  Quest Findings: Trails for All, 220  Topic Assessment, 222-223  Evidence-Based Assessment, 224-225  uDemonstrate Lab: How can an animal change where it lives?, 226-227</p> <p><b>Realize™ Digital Resources:</b>  <b>Environments</b>  &gt;Topic Launch&gt;Quest Kickoff&gt;Video: Trails for All  &gt;Lesson 2, Plants and Animals Change the Environment&gt;Video: Plants and Animals Change the Environment;&gt;Interactivity: Living Things Affect the Environment  &gt;Lesson 3, People Change the Environment&gt;Video: People Change the Environment;&gt;Interactivity: People Affect the Environment  &gt;Topic Close&gt;Quest Findings&gt;Interactivity: Trails for All</p>	<p>4. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</p>	<p>X</p>					
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<p><b>SE/TE:</b>          ulnvestigate Lab: Who lives here?, 193          ulnvestigate Lab: How can you model changing the environment?, 205          STEM Quest Check-In Lab: How can we save our trails?, 216-217</p>	<p><b>5.</b> Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p>	<p><b>X</b></p>					
<p><b>SE/TE:</b>          Quest Kickoff: Trails for All, 188-189          Quest Check-In Lab: How can people change the land?, 208          STEM Quest Check-In Lab: How can we save our trails?, 216-217          Quest Findings: Trails for All, 220</p> <p><b>Realize™ Digital Resources:</b>  <b>Environments</b>          &gt;Topic Launch&gt;Quest Kickoff&gt;Video: Trails for All          &gt;Lesson 4, People Can Protect the Environment&gt;Video: People Can Protect the Environment;&gt;Interactivity: Who Is Helping Care for Earth?          &gt;Topic Close&gt;Quest Findings&gt;Interactivity: Trails for All</p>	<p><b>6.</b> Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.*</p>	<p><b>X</b></p>					

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**Earth and Space Science: Weather and Climate**

<p><b>SE/TE:</b>            Quest Kickoff: Chasing Storms, 104-105            uConnect Lab: How does the weather change during the day?, 106            Jumpstart Discovery!, 108            uInvestigate Lab: How can you make it rain?, 109            Connecting Concepts Toolbox: Patterns, 118            Weather in Different Places, 120            Quest Check-In: Predict the Weather, 121            uInvestigate Lab: What is the weather like in different seasons?, 123            Quest Connection, 125            Quest Check-In: Seasonal Changes, 126            Quest Check-In Lab: How does the wind move?, 134-135            Quest Findings: Chasing Storms, 136            uDemonstrate Lab: What is the weather like?, 142-143</p> <p><b>TE only:</b>            Focus on Mastery!: Making Observations, 111</p> <p><b>Realize™ Digital Resources:</b>  <b>Earth's Weather</b>            &gt;Topic Launch&gt;Quest Kickoff&gt;Video: Chasing Storms            &gt;Lesson 1, Different Kinds of Weather&gt;Video: Different Kinds of Weather;&gt;Interactivity: Weather            &gt;Lesson 2, Weather Patterns&gt;Video: Weather Patterns;&gt;Interactivity: Record the Weather            &gt;Lesson 3, Seasons&gt;Video: Seasons;&gt;Interactivity: Seasons of the Year            &gt;Lesson 4, Severe Weather&gt;Video: Severe Weather;&gt;Interactivity: Report Severe Weather            &gt;Topic Close&gt;Quest Findings&gt;Interactivity: Chasing Storms</p>	<p>7. Use and share observations of local weather conditions to describe patterns over time.</p>	<p>X</p>					
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<p><b>SE/TE:</b>  Quest Kickoff: Chasing Storms, 104-105  Quest Check-In: Predict the Weather, 121  uInvestigate Lab: What does a storm look like?, 129  Reading Check, 132  Quest Findings: Chasing Storms, 136</p> <p><b>Realize™ Digital Resources:</b>  <b>Earth's Weather</b>  &gt;Topic Launch&gt;Quest Kickoff&gt;Video: Chasing Storms  &gt;Topic Close&gt;Quest Findings&gt;Interactivity: Chasing Storms</p>	<p><b>8.</b> Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. *</p>	<p>X</p>						
<p><b>SE/TE:</b>  uConnect Lab: What can you observe about the sun?, 76  uInvestigate Lab: What can the sun do?, 79  uInvestigate Lab: Which objects change in the sun?, 87  STEM Quest Check-In Lab: Which material makes the best roof?, 92-93  Quest Findings: Keep It Cool, 94  uDemonstrate Lab: Where is it warmer?, 100-101</p> <p><b>Realize™ Digital Resources:</b>  <b>Sunlight</b>  &gt;Topic Launch&gt;Quest Kickoff&gt;Video: Keep It Cool  &gt;Topic Close&gt;Quest Findings&gt;Interactivity: Keep It Cool</p>	<p><b>9.</b> Make observations to determine the effect of sunlight on Earth's surface.</p>	<p>X</p>						

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<p><b>SE/TE:</b>  Quest Kickoff: Keep It Cool, 74-75  Quest Connection, 81  Quest Check-In: Staying Cool, 82  uEngineer It!: Sunny Days, 84-85  STEM Quest Check-In Lab: Which material makes the best roof?, 92-93  Quest Findings: Keep It Cool, 94</p> <p><b>Realize™ Digital Resources:</b>  <b>Sunlight</b>  &gt;Topic Launch&gt;Quest Kickoff: Keep It Cool  &gt;Lesson 2, Sunlight and Earth's Surface&gt;Interactivity: How Can the Sun Make Temperatures Change?  &gt;Topic Close&gt;Quest Findings&gt;Interactivity: Keep It Cool</p>	<p><b>10.</b> Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.*</p>	<p>X</p>						
<p><b>Engineering, Technology, and Applications of Science</b></p>								
<p><b>SE/TE:</b>  Quest Check-In: Shapes of Sails, 11  Quest Kickoff: Keep It Cool, 74  Engineering Practices, EM10</p> <p><b>Realize™ Digital Resources:</b>  <b>Pushes and Pulls</b>  &gt;Lesson 2, Change in Movement&gt;uEngineer It!  Video: Maze Craze!  <b>Sunlight</b>  &gt;Lesson 1, The Sun&gt;uEngineer It! Video: Sunny Days</p>	<p><b>11.</b> Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p>	<p>X</p>						

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<p><b>SE/TE:</b>  STEM Quest Check-In Lab: How can you build your sail car?, 16–17  uEngineer It! Design STEM: Maze Craze!, 18  Quest Check-In: Staying Cool, 82  uEngineer It! Model STEM: Sunny Days, 84–85  Engineering Practice Toolbox: Design a Solution, 89  uEngineer It! Build STEM: Don't Blow Away!, 114–115  uEngineer It! Design STEM: I Is Cold Out There!, 162–163  STEM ulnvestigate Lab: How can you make something useful?, 211  uEngineer It! Design STEM: The Problem with a Tree, 218–219  Engineering Practices, EM10</p> <p><b>Realize™ Digital Resources:</b>  <b>Pushes and Pulls</b>  &gt;Lesson 2, Change in Movement&gt;uEngineer It!  Video: Maze Craze!  <b>Matter</b>  &gt;Lesson 3, Solids, Liquids, and Gases&gt;uEngineer It!  Interactivity: Balloons Away!  <b>Earth's Weather</b>  &gt;Lesson 1, Different Kinds of Weather&gt;uEngineer It!  Interactivity: Stop the Rain and the Wind  <b>Needs of Living Things</b>  &gt;Lesson 2, Needs of Animals&gt; uEngineer It!  Interactivity: Build an Animal Shelter</p>	<p><b>12.</b> Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p>	<p>X</p>					
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<p><b>SE/TE:</b>  STEM Quest Check-In Lab: How can you build your sail car?, 16–17  uEngineer It! Design STEM: Maze Craze!, 18  STEM Quest Check-In Lab: How does wind move my sail car?, 26  uEngineer It! Improve STEM: Up and Away!, 62–63  STEM Quest Check-In Lab: Which material makes the best roof?, 92–93  Quest Findings: Keep It Cool, 94  uEngineer It! Build STEM: Don't Blow Away!, 114–115  Engineering Practices, EM11</p> <p><b>Realize™ Digital Resources:</b>  <b>Pushes and Pulls</b>  &gt;Lesson 2, Change in Movement&gt;uEngineer It!  Video: Maze Craze!</p>	<p><b>13.</b> Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</p>	<p>X</p>						
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