

A Correlation of
elevateScience™
Grade 1



To
West Virginia
Course 6001 – Grade 1 Evaluation Criteria

PUBLISHER:	Savvas Learning Company LLC, formerly Pearson K12 Learning		
SUBJECT:	Science	SPECIFIC GRADE:	1
COURSE:	6001 - Science, Grade 1	TITLE	elevateScience™ Grade 1
COPYRIGHT:	2019		
SE ISBN:	9780328989300	TE ISBN:	9780328949175
URL for Online Resources:	SavvasRealize.com		
Teacher Demo Account Username:	WestVirginiaScience	Teacher Demo Account Password:	Savvas2022! (For state reviewer use only)
Student Demo Account Username:	WestVirginiaScience	Student Demo Account Password:	Savvas2022! (For state reviewer use only)

NON-NEGOTIABLE EVALUATION CRITERIA

2022-2028

Group IV – Science – Grade 1

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		1. INTER-ETHNIC 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 elevateScience™ program show people of a variety of ages, and ethnicities participating in everyday and science-related activities. See pages 1, 2, 6, 12, 15, 16, 24, 34, 38, 62, 63, 76, 112, 134, 135, 144, 186.
X		2. EQUAL OPPORTUNITY 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 elevateScience™ 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, 76, 112, 144, 186.
X		3. FORMAT The instructional resource includes an interactive electronic/digital component for students.	Yes, the instructional resources of the Savvas elevateScience™ program includes 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>4. BIAS The instructional resource is free of political bias.</p>	Yes, the instructional resources of the Savvas elevateScience™ program are free of political bias.
X		<p>5. COMMON CORE The instructional resource does not reference Common Core academic standards. (WV Code §18-2E-1b-1)</p>	The instructional resources of the Savvas elevateScience™ program do not reference Common Core academic standards.
X		<p>6. INQUIRY The instructional resource must include rigorous and developmentally appropriate active inquiry, investigations, and hands-on activities.</p>	Yes, the instructional resources of the Savvas elevateScience™ program include 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, 21, 26, 40, 43, 49, 57, 59, 81, 87, 114, 124, 127188, 197, 204.
X		<p>7. SAFETY 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>	Yes, the Savvas elevateScience™ 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 on pages 64, 87, 114, 117, 149.

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GENERAL EVALUATION CRITERIA

**2022 -2028
Group IV – Science**

Grade 1

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:										
College- and Career-Readiness Skills											
Thinking and Problem-Solving Skills											
<i>Science Content:</i>											
Representative Citations: SE/TE: uDemonstrate Lab: Which instrument can you use to make sound?, 34-35 STEM ulnvestigate Lab: Which way is the wind blowing?, 117 ulnvestigate Lab: How can you make it rain?, 127 ulnvestigate Lab: What happens to a water plant out of water?, 169 Quest Check-In: How do snowshoe hares stay safe?, 174-175	1. provides opportunities for student collaboration.				X						

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<p>Continued:</p> <p>Realize™ Digital Resources:</p> <p>Sound</p> <p>>Make Sound>Quest Check-In Lab: How can instruments talk?</p> <p>Sky and Earth</p> <p>>Daylight Changes and Seasons>Investigate Lab: How does the sun cause seasons?</p> <p>Living Things</p> <p>>Topic Close: Living Things>STEM uDemonstrate Lab: How do the spines of cacti help them?</p>							
<p>Representative Citations:</p> <p>SE/TE:</p> <p>STEM Quest Kickoff: Sending Sound Messages, 2-3</p> <p>Quest Kickoff: Sky Watchers, 76-77</p> <p>STEM Quest Kickoff: Nature Copycats, 144-145</p> <p>Realize™ Digital Resources:</p> <p>Light</p> <p>>Topic Launch: Light>Quest Kickoff: Help Send a Message</p> <p>Weather and Seasons</p> <p>>Topic Launch: Weather and Seasons>Quest Kickoff: Plan a Trip!</p> <p>Parents and Offspring</p> <p>>Topic Launch: Parents and Offspring>Quest Kickoff: Find the Parents</p>	<p>2. requires students to investigate and discover multiple solutions through inquiry.</p>	<p>X</p>					

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<p>Representative Citations: SE/TE: uInvestigate Lab: What happened when an object blocks light?, 43 Quest Check-In Lab: How can you send secret messages?, 64-65 uDemonstrate Lab: How can I change a transparent material?, 72-73 uInvestigate Lab: Why is it hard to see stars during the day?, 81 Quest Check-In Lab: How can you model the motions of Earth?, 98-99</p> <p>Realize™ Digital Resources: Sound >Uses of Sound>uInvestigate Lab: What does that sound say? Light >Light and Matter>uInvestigate Lab: How do materials affect light? Weather and Seasons >Topic Close: Weather and Seasons>uDemonstrate Lab: How does weather change in a week?</p>	<p>3. includes options for using technology tools to gather information, make informed decisions, and justify solutions.</p>	<p>X</p>						
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<p>Representative Citations: SE/TE: uEngineer It!: Alert! Alert!, 26-27 uEngineer It!: Windshield Safety, 56-57 uInvestigate Lab: How does the sun cause seasons?, 95 STEM uInvestigate Lab: Which way is the wind blowing?, 117 uDemonstrate Lab: How does weather change in week?, 140-141</p> <p>Realize™ Digital Resources: Sky and Earth >Observe the Sky>uInvestigate Lab: Why is it hard to see the stars during the day? Weather and Seasons >Topic Launch: Weather and Seasons>uConnect Lab: What is it like outside today? Living Things >People Learn from Plant and Animal Parts>uInvestigate Lab: What can people learn from an acorn shell?</p>	<p>4. engages students in critical thinking and the synthesis of information to analyze real-world problems.</p>	<p>X</p>						
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<p>Representative Citations: SE/TE: uInvestigate Lab: How does size affect sound?, 7 uInvestigate Lab: What happened when an object blocks light?, 43 uInvestigate Lab: How do materials affect light?, 49 uInvestigate Lab: How can you make it rain?, 127 uInvestigate Lab: What happens to a water plant out of water?, 169</p> <p>Realize™ Digital Resources: Light >Topic Launch: Light>uConnect Lab: What do you need to see objects? Sky and Earth >Patterns in the Sky>uInvestigate Lab: How can you observe sun patterns? Living Things >Topic Launch: Living Things>STEM uConnect Lab: How can you make a model of a plant?</p>	<p>5. offers activities to connect multiple scientific phenomena to real-world events.</p>	<p>X</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: TE Only: 21st Century Skills, 118</p> <p>A wide range of multimedia resources are contained within the Savvas Realize digital platform. For examples, please see:</p> <p>Realize™ Digital Resources: Light >Lesson 1, Observe Light>Video: Observe Light; >Interactivity: Light Helps Us See</p>	<p>6. interact with secure external multimedia resources for local and global collaboration.</p>	<p>X</p>					
<p>Representative Citations: TE Only: Differentiated Instruction, 11 Differentiated Instruction, 75 Differentiated Instruction, 82 Differentiated Instruction, 97 Focus on Mastery!, 151 Differentiated Instruction, 164 Differentiated Instruction, 214 Differentiated Instruction, 216</p>	<p>7. develop conceptual understanding and research skills.</p>	<p>X</p>					

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<p>Representative Citations: SE/TE: uInvestigate Lab: How can you see sound?, 13 uDemonstrate Lab: Which instrument can you use to make sound?, 34-35 uInvestigate Lab: How can you observe sun patterns?, 87 uEngineer It! Design STEM: Design a Cooler!, 124–125 uDemonstrate Lab: How do the spines of cacti help them?, 182-183</p> <p>Continued: Realize™ Digital Resources: Sound >Topic Launch: Sound>uConnect Lab: How can a ruler make sound? Light >Observe Light>uInvestigate Lab: What happens when an object blocks light? Weather and Seasons >Types of Weather>STEM uInvestigate Lab: Which way is the wind blowing?</p>	<p>8. articulate thoughts and ideas through oral, written, and multimedia communications.</p>	<p>X</p>					
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<p>Representative Citations: SE/TE: uInvestigate Lab: How do materials affect light?, 49 uDemonstrate Lab: How can I change a transparent material?, 72-73 Quest Check-In: Stars in the Sky, 85 Earth Spins: Identify, 88 Quest Check-In: How are the life cycles alike and different?, 194-195</p> <p>Realize™ Digital Resources: Sky and Earth >Observe the Sky>uInvestigate Lab: Why is it hard to see stars during the day? Living Things >Where Plants and Animals Live>Quest Check-In Lab: How do snowshoe hares stay safe? >Topic Close: Living Things>STEM uDemonstrate Lab: How do the spines of cacti help them?</p>	<p>9. interpret and apply visually expressed information (e.g., flowchart, diagram, model, graph, or table).</p>	<p>X</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: SE/TE: STEM Quest Check-In Lab: How can an instrument send a secret?, 25 STEM Quest Findings: Sending Sound Messages, 28 Quest Check-In Lab: How can you model the motions of Earth?, 98-99 Quest Check-In: How do snowshoe hares stay safe?, 174-175 uDemonstrate Lab: How do the spines of cacti help them?, 182-183</p> <p>Realize™ Digital Resources: Sound >Make Sound>Quest Check-In Lab: How can instruments talk? >Topic Close: Sound>STEM uDemonstrate Lab: Which instrument can you use to make sound? Living Things >Topic Launch: Living Things>STEM uConnect Lab: How can you make a model of a plant?</p>	<p>10. use interpersonal skills to work cooperatively to accomplish a task.</p>	<p>X</p>					
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<p>Representative Citations: SE/TE: Quest Check-In Lab: How can instruments talk?, 18-19 uDemonstrate Lab: Which instrument can you use to make sound?, 34-35 uInvestigate Lab: How do materials affect light?, 49 uInvestigate Lab: Why is it hard to see stars during the day?, 81 uInvestigate Lab: How can you observe sun patterns?, 87</p> <p>Realize™ Digital Resources: Sky and Earth >Topic Close: Sky and Earth>uDemonstrate Lab: How do shadows change? Weather and Seasons >Weather Changes and Seasons>Quest Check-In Lab: How does the season affect the amount of daylight? Living Things >Animal Parts>STEM uInvestigate Lab: How do whiskers help a cat?</p>	<p>11. develop and initiate a plan of action to complete a task or project.</p>	<p>X</p>					
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<p>Representative Citations: SE/TE: STEM Quest Kickoff: Sending Sound Messages, 2-3 STEM Quest Kickoff: Help Send a Message, 38-39 Quest Kickoff: Plan a Trip!, 112-113 STEM Quest Kickoff: Nature Copycats, 144–145 Quest Kickoff: Find the Parents, 186-187</p> <p>Realize™ Digital Resources: Sound >Uses of Sound>STEM Quest Check-In Lab: How can an instrument send a secret? Light >Uses of Light>STEM Quest Check-In Lab: How can you send secret messages? Sky and Earth >Topic Launch: Sky and Earth>Quest Kickoff: Sky Watchers</p>	<p>12. develop and practice time- and project-management skills.</p>	<p>X</p>					
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<p>Representative Citations: SE/TE: uDemonstrate Lab: Which instrument can you use to make sound?, 34-35 uInvestigate Lab: How do materials affect light?, 49 uDemonstrate Lab: How can I change a transparent material?, 72-73 uDemonstrate Lab: How do shadows change?, 108-109 STEM uDemonstrate Lab: How do the spines of cacti help them? 182–183</p> <p>Realize™ Digital Resources: Light >Topic Launch: Light>uConnect Lab: What do you need to see objects? >Observe Light>uInvestigate Lab: What happens when an object blocks light? Parents and Offspring >Topic Close: Parents and Offspring>uDemonstrate Lab: How do living things change as they grow?</p>	<p>13. reflect upon and evaluate the results of a task or project.</p>	<p>X</p>					
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<p>Representative Citations: SE/TE: Quest Check-In Lab: How can instruments talk?, 18-19 STEM uDemonstrate Lab: Which instrument can you use to make sound?, 34–35 STEM Quest Check-In Lab: How can you send secret messages?, 64–65 Quest Check-In Lab: How can you model the motions of Earth?, 98-99 STEM uInvestigate Lab: Which way is the wind blowing?, 117</p> <p>Realize™ Digital Resources: Sky and Earth >Daylight Changes and Seasons>uInvestigate Lab: How does the sun cause seasons? Living Things >Where Plants and Animals Live>uInvestigate Lab: What happens to a water plant out of water? >Topic Close: Living Things>STEM uDemonstrate Lab: How do the spines of cacti help them?</p>	<p>14. assume various roles and responsibilities when working independently or as a group.</p>	<p>X</p>						
<p>Representative Citations: SE/TE: Career Connection: Orchestra Conductor, 29 Career Connection: Game Designer, 67 Career Connection: Space Scientist, 103 Career Connection: Meteorologist, 135 Career Connection: Bioengineer, 177 Career Connection: Nature Scientist, 217</p>	<p>15. explore science-related careers.</p>	<p>X</p>						

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<p>Representative Citations: TE Only: Differentiated Instruction, 11 Differentiated Instruction, 75 Differentiated Instruction, 82 Differentiated Instruction, 97 Focus on Mastery!, 151 Differentiated Instruction, 164 Differentiated Instruction, 214 Differentiated Instruction, 216</p>	<p>16. conduct research, validate sources, and report findings ethically.</p>	<p>X</p>						
<p>Representative Citations: SE/TE: uDemonstrate Lab: Which instrument can you use to make sound?, 34-35 STEM Quest Check-In Lab: How can you send secret messages?, 64–65 uDemonstrate Lab: How do shadows change?, 108-109 uDemonstrate Lab: How does weather change in a week?, 140-141 STEM uDemonstrate Lab: How do the spines of cacti help them? 182–183</p> <p>Realize™ Digital Resources: Light >Topic Close: Light>uDemonstrate Lab: How can I change a transparent material? Parents and Offspring >Plant and Animal Life Cycles>uInvestigate Lab: How do plants grow and change? >Topic Close: Parents and Offspring>uDemonstrate Lab: How do living things change as they grow?</p>	<p>17. demonstrate mastery through multiple efforts.</p>	<p>X</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: TE Only: Differentiated Instruction, 11 Differentiated Instruction, 27 Differentiated Instruction, 46 Differentiated Instruction, 63 ELD Support, 85 Differentiated Instruction, 111 ELD Support, 131 ELD Support, 166</p>	<p>18. include multiple research-based strategies for differentiation, intervention, and enrichment to support all learners.</p>	<p>X</p>					
<p>Representative Citations: SE/TE: Visual Literacy, 130 Jumpstart Discovery!, 162</p> <p>TE Only: Differentiated Instruction, 9 Teach with Motion, 122 Teach with Movement, 192</p> <p>Realize™ Digital Resources: Sound >Describe Sound>Investigate Lab: How does size affect sound? >Make Sound>Quest Check-In Lab: How can instruments talk?</p> <p>Weather and Seasons >Topic Launch: Weather and Seasons>uConnect Lab: What is it like outside today?</p>	<p>19. provide multiple opportunities for incorporating various learning modalities.</p>	<p>X</p>					

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<p>Representative Citations: SE/TE: uInvestigate Lab: How can you see sound?, 13 Quest Check-In Lab: How can instruments talk?, 18-19 Quest Check-In Lab: How can you send secret messages?, 64-65 Quest Check-In Lab: How does the season affect the amount of daylight?, 132-133 STEM uConnect Lab: How can you make a model of a plant?, 146</p> <p>Realize™ Digital Resources: Light >Observe Light>uInvestigate Lab: What happens when an object blocks light? Sky and Earth >Daylight Changes and Seasons>uInvestigate Lab: How does the sun cause seasons? Living Things >Where Plants and Animals Live>uInvestigate Lab: What happens to a water plant out of water?</p>	<p>20. provide multiple opportunities to engage in hands-on activities.</p>	<p>X</p>					
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<p>Representative Citations: SE/TE: uConnect lab: How can a ruler make a sound?, 4 uConnect Lab: What do you need to see objects?, 40 uConnect Lab: What do you need to see objects?, 78 uConnect Lab: What is it like outside today?, 114 uConnect Lab: Which mouse is longer?, 188</p> <p>Realize™ Digital Resources: Light >Light and Matter>Investigate Lab: How do materials affect light? Weather and Seasons >Weather Changes and Seasons>Investigate Lab: How can you make it rain? Living Things >Where Plants and Animals Live>Investigate Lab: What happens to a water plant out of water?</p>	<p>21. cultivate investigative abilities leading to logical conclusions.</p>	<p>X</p>					
<p>Representative Citations: SE/TE: Observe Light, 42-43 Observe the Sky, 80-81 Daylight Changes Seasons, 94-95 Plant Parts, 148-149 Identify, 157</p> <p>Realize™ Digital Resources: Sound >Describe Sound>Interactivity: The Sound of Sounds Weather and Seasons >Weather Changes and Seasons>Interactivity: The Four Seasons Living Things >Plant Parts>Interactivity: Plant Parts</p>	<p>22. incorporate authentic scientific vocabulary acquisition.</p>	<p>X</p>					

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<p>Representative Citations: SE/TE: uConnect Lab: What is it like outside today?, 114 uInvestigate Lab: What do the parts of a plant look like?, 149 uInvestigate Lab: What can people learn from an acorn shell?, 163 uInvestigate Lab: What happens to a water plant out of water?, 169 Quest Check-In: How are the life cycles alike and different?, 194-195</p> <p>Realize™ Digital Resources: Sky and Earth >Patterns in the Sky>uInvestigate Lab: How can you observe sun patterns? Weather and Seasons >Topic Close: Weather and Seasons>uDemonstrate Lab: How does weather change in a week? Parents and Offspring >Topic Close: Parents and Offspring>uDemonstrate Lab: How do living things change as they grow?</p>	<p>23. integrate laboratory safety practices within learning experiences.</p>	<p>X</p>					
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Life Skills

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

<p>Representative Citations: SE/TE: STEM Quest Findings: Sending Sound Messages, 28 STEM Quest Findings: Help Send a Message, 66 Quest Findings: Sky Watchers, 102 Quest Findings: Plan a Trip!, 134 Quest Findings: Find the Parents, 216</p> <p>Realize™ Digital Resources: Light >Uses of Light>STEM Quest Check-In Lab: How can you send secret messages? Weather and Seasons >Topic Close: Weather and Seasons>uDemonstrate Lab: How does weather change in a week? Living Things >Topic Close: Living Things>Quest Findings: Nature Copycats</p>	<p>24. persevere to complete a task and generate high quality work.</p>	<p>X</p>					
<p>Representative Citations: SE/TE: Draw Conclusions, 5 Literacy Toolbox, 15 Career Connection: Space Scientist, 103 Quest Connection, 119 Illustrate, 123 uEngineer It!: Design a Tool, 160-161</p> <p>TE Only: Possible Misconception, 130</p>	<p>25. be exposed to and be respectful of varying viewpoints.</p>	<p>X</p>					

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<p>Representative Citations: SE/TE: STEM Quest Check-In Lab: How can you send secret messages?, 64–65 uDemonstrate Lab: How do shadows change?, 108-109 Quest Check-In Lab: How does the season affect the amount of daylight?, 132-133 STEM uInvestigate Lab: How do whiskers help a cat?, 155 uConnect Lab: Which mouse is longer?, 188</p> <p>Realize™ Digital Resources: Sky and Earth >Observe the Sky>uInvestigate Lab: Why is it hard to see stars during the day? Living Things >Where Plants and Animals Live>Quest Check-In Lab: How do snowshoe hares stay safe? Parents and Offspring >Topic Close: Parents and Offspring>uDemonstrate Lab: How do living things change as they grow?</p>	<p>26. engage in hands-on activities to promote the understanding of science content.</p>	<p>X</p>					
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<p>Representative Citations: SE/TE: uInvestigate Lab: How can you make it rain?, 127 uInvestigate Lab: What can people learn from an acorn shell?, 163 uInvestigate Lab: What happens to a water plant out of water?, 169 uDemonstrate Lab: How do the spines of cacti help them?, 182-183 uConnect Lab: Which mouse is longer?, 188</p> <p>Realize™ Digital Resources: Sky and Earth >Daylight Changes and Seasons>uInvestigate Lab: How does the sun cause seasons? Living Things >Plant Parts>uInvestigate Lab: What do the parts of a plant look like? Parents and Offspring >Plant and Animal Life Cycles>Quest Check-In Lab: How are the life cycles alike and different?</p>	<p>27. investigate the natural world and universe.</p>	<p>X</p>					
<p>Representative Citations: SE/TE: STEM Quest Findings: Sending Sound Messages, 28 STEM Quest Findings: Help Send a Message, 66 Quest Findings: Sky Watchers, 102 Quest Findings: Plan a Trip!, 134 Quest Findings: Nature Copycats, 176 Quest Findings: Find the Parents, 216</p> <p>TE Only: Differentiated Instruction, 128 Differentiated Instruction, 192</p>	<p>28. practice situational language (e.g., presentations, debates, speeches, collaborative discussions, social media) in real-world activities.</p>	<p>X</p>					

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<p>Representative Citations: SE/TE: Storms, 121 Extreme Science: Winter Storm Jonas, 123</p>	<p>29. understand the impact of global issues and events on their lives, communities, and greater society.</p>	<p>X</p>					
<p>Representative Citations: SE/TE: uInvestigate Lab: How can you see sound?, 13 STEM Quest Check-In Lab: How can you send secret messages?, 64–65 uInvestigate Lab: What can people learn from an acorn shell?, 163 uInvestigate Lab: What happens to a water plant out of water?, 169 uDemonstrate Lab: How do living things change as they grow?, 222-223</p> <p>Realize™ Digital Resources: Sound >Describe Sound>uInvestigate Lab: How does size affect sound? Weather and Seasons >Types of Weather>STEM uInvestigate Lab: Which way is the wind blowing? Parents and Offspring >Plant and Animal Life Cycles>Quest Check-In Lab: How are the life cycles alike and different?</p>	<p>30. use laboratory equipment properly.</p>	<p>X</p>					

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Assessment

The instructional resources provide:

<p>Representative Citations: SE/TE: Topic 1 Assessment, 30-32 Topic 1 Evidence-Based Assessment, 32-33 uDemonstrate Lab: How can I change a transparent material?, 72-73 Topic 4 Assessment, 136-137 uDemonstrate Lab: How do living things change as they grow?, 222-223</p> <p>Realize™ Digital Resources: Sound >Make Sound>Quiz: Make Sound >Uses of Sound>Quiz: Uses of Sound >Topic Close: Sound>Test: Sound</p>	<p>31. ongoing diagnostic formative and summative assessments.</p>	<p>X</p>					
<p>Representative Citations: SE/TE: STEM uDemonstrate Lab: Which instrument can you use to make sound?, 34–35 Topic 2 Assessment, 68-69 Topic 3 Evidence-Based Assessment, 106-107 Topic 5 Assessment, 178-179 Topic 6 Evidence-Based Assessment, 220-221</p> <p>Realize™ Digital Resources: Parents and Offspring >Patterns in Animal Behavior>Quiz: Patterns in Animal Behavior >Topic Close: Parents and Offspring>Test: Parents and Offspring;>uDemonstrate Lab: How do living things change as they grow?</p>	<p>32. a variety of assessment formats, including performance tasks, multimedia simulations, portfolio evaluations, as well as data-dependent and open-ended questions.</p>	<p>X</p>					

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<p>Representative Citations: TE Only: Assessment Rubric, 73 Assessment Rubric, 109 Assessment Rubric, 141 Assessment Rubric, 183 Assessment Rubric, 223</p> <p>Realize™ Digital Resources: Light >Topic Launch: Light>Quest Rubric: Help Send a Message Sky and Earth >Topic Launch: Sky and Earth>Quest Rubric: Sky and Earth Living Things >Topic Launch: Living Things>Quest Rubric: Nature Copycats</p>	<p>33. rubrics wherein all learners demonstrate progress toward mastery.</p>	<p>X</p>					
<p>Organization, Presentation and Format <i>The instructional resources:</i></p>							
<p>Representative Citations: SE/TE: Table of Contents, vi-xi STEM Quest Kickoff: Help Send a Message, 38–39 Quest Findings: Help Send a Message, 66</p> <p>TE Only: Scope and Sequence, xii-xiii Pacing Guide, xiv-xv</p> <p>Realize™ Digital Resources: Light >Topic Launch: Light>uConnect Lab: What do you need to see objects? >Light and Matter>uInvestigate Lab: How do materials affect light? >Uses of Light>Quest Check-In Lab: How can you send secret messages?</p>	<p>34. are organized in logical sequence to optimize instructional effectiveness and efficiency.</p>	<p>X</p>					

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<p>Representative Citations: SE/TE: Quest Connection, 45 Quest Connection, 63 Quest Connection, 83 Quest Connection, 119 Quest Connection, 158</p> <p>Realize™ Digital Resources: Sky and Earth >Patterns in the Sky>Interactivity: Patterns in the Night Sky Parents and Offspring >Plant and Animal Life Cycles>Interactivity: Compare Life Cycles of Animals >Patterns in Animal Behavior>Interactivity: Animal Behaviors</p>	<p>35. connect common themes across multiple science disciplines.</p>	<p>X</p>					
<p>Representative Citations: SE/TE: Literacy Connection, 5 Literacy Connection, 41 Math Toolbox, 46 Engineering Practice Toolbox, 60 Literacy Connection, 79 STEM Math Connection, 167 STEM Math Connection, 215</p> <p>Realize™ Digital Resources: Sound >Topic Launch: Sound>Quest Kickoff: Sending Sound Messages</p>	<p>36. integrate cross-curricular connections.</p>	<p>X</p>					

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<p>Representative Citations: TE Only: Differentiated Instruction, 22 21st Century Skills, 55 Differentiated Instruction, 82 Focus on Mastery!, 100 Content Refresher, 119 Possible Misconception, 130 Teacher Notes, 165 Guiding Inquiry, 169</p>	<p>37. provide educators necessary science content knowledge, pedagogy, and management techniques to guide learning experiences.</p>	<p>X</p>						
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SPECIFIC EVALUATION CRITERIA

2022-2028 Group IV – Science Grade 1

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"> • Scientific knowledge is simultaneously reliable and subject to change based on empirical evidence and interpretation. • Scientific knowledge is obtained through a combination of observations of the natural world and inferences based on those observations. • Science is a creative human endeavor which is influenced by social and cultural biases. • 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. • Scientific investigations use a variety of methods to address questions about the natural and material world. 	
Practices of Scientists and Engineers	Science Connecting Concepts
<ul style="list-style-type: none"> • Asking questions and defining problems • Developing and using models • Planning and carrying out investigations • Analyzing and interpreting data • Using mathematical and computational thinking • Constructing explanations and designing solutions • Engaging in argument from evidence • Obtaining, evaluating, and communicating information 	<ul style="list-style-type: none"> • Observing patterns • Investigating and explaining cause and effect • Recognizing scale, proportion, and quantity • Defining systems and system models • Tracking energy and matter flows into, out of, and within systems to understand system behavior • Determining the relationships between structure and function • Studying stability and change

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

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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:										
College- and Career-Readiness Standards										
Physical Science: Waves: Light and Sound										
SE/TE: STEM Quest Kickoff: Sending Sound Messages, 2-3 uConnect lab: How can a ruler make a sound?, 4 uInvestigate Lab: How does size affect sound?, 7 Sound, 8 uInvestigate Lab: How can you see sound?, 13 Quest Check-In Lab: How can instruments talk?, 18-19 STEM Quest Findings: Sending Sound Messages, 28 uDemonstrate Lab: Which instrument can you use to make sound?, 34-35	1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.				X					

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<p>SE/TE: uConnect Lab: What do you need to see objects?, 40 uInvestigate Lab: What happened when an object blocks light?, 43 Where Light Comes From, 45</p> <p>Realize™ Digital Resources: Light >Lesson 1, Observe Light>Video: Observe Light;>Interactivity: Light Helps Us See</p>	<p>2. Make observations to construct an evidence-based account that objects can be seen only when illuminated.</p>	<p>X</p>						
<p>SE/TE: STEM Quest Kickoff: Help Send a Message, 38-39 uInvestigate Lab: What Happens when an object blocks light, 43 uInvestigate Lab: How do materials affect light?, 49 uInvestigate Lab: How can you use light to see?, 59 STEM Quest Findings: Help Send a Message, 66 uDemonstrate Lab: How can I change a transparent material?, 72-73</p> <p>Realize™ Digital Resources: Light >Topic Launch>Quest Kickoff>Video: Help Send a Message >Topic Close>Quest Findings>Interactivity: Help Send a Message</p>	<p>3. Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.</p>	<p>X</p>						

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<p>SE/TE: STEM Quest Kickoff: Sending Sound Messages, 2-3 uInvestigate Lab: What does that sound say?, 21 Using Sounds, 22-23 STEM Quest Check-In Lab: How can an instrument send a secret?, 25 uEngineer It!: Alert! Alert!, 26-27 STEM Quest Findings: Sending Sound Messages, 28 STEM Quest Kickoff: Help Send a Message, 38-39 Math Toolbox: Use Tools, 46 Quest Check-In: Materials for a Light Signal, 54 uInvestigate Lab: How can you use light to see?, 59 Quest Check-In Lab: How can you send secret messages?, 64-65 STEM Quest Findings: Help Send a Message, 66</p> <p>Realize™ Digital Resources: Sound >Topic Launch>Quest Kickoff>Video: Sending Sound Messages >Topic Close>Quest Findings>Interactivity: Sending Sound Messages Light >Topic Launch>Quest Kickoff>Video: Help Send a Message >Topic Close>Quest Findings>Interactivity: Help Send a Message</p>	<p>4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.*</p>	<p>X</p>					
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Life Science: Structure, Function, and Information Processing

<p>SE/TE: Quest Kickoff: Find the Parents, 186-187 Literacy Connection: Main Idea and Details, 189 ulInvestigate Lab: How do plants grow and change?, 191 ulInvestigate Lab: How do nests protect eggs?, 207 Parents Help Young, 209 Quest Connection, 209 Parents Protect Young, 210-211 Connecting Concepts Toolbox: Patterns, 211 Parents Teach Young, 212 Young Stay Close and Make Sounds, 213 Quest Check-In: Parents Help Young Learn, 214 Quest Findings: Find the Parents, 216</p> <p>Realize™ Digital Resources: Parents and Offspring >Lesson 1, Plant and Animal Life Cycles>Video: Plant and Animal Life Cycles >Lesson 3, Patterns in Animal Behavior>Video: Patterns in Animal Behavior;>Interactivity: Animal Behaviors;>Quiz: Patterns in Animal Behavior</p>	<p>5. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.</p>	<p>X</p>					
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<p>SE/TE: Quest Kickoff: Find the Parents, 186-187 uConnect Lab: Which mouse is longer?, 188 Jumpstart Discovery!, 196 uInvestigate Lab: What do young plants look like?, 197 Alike and Different, 198 Plants Are Alike, 199 Plants Are Different, 200 Animals Are Alike, 201 Animals Are Different, 202 Quest Check-In: Alike and Different, 203 Quest Findings: Find the Parents, 216 Topic Assessment, 218-219 Evidence-Based Assessment, 220-221</p> <p>Realize™ Digital Resources: Parents and Offspring >Topic Launch>Quest Kickoff>Video: Find the Parents >Lesson 2, Observe Parents and Young>Video: Observe Parents and Young;>Interactivity: Alike and Different >Topic Close>Quest Findings>Interactivity: Find the Parents</p>	<p>6. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.</p>	<p>X</p>					
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<p>SE/TE: STEM Quest Kickoff: Nature Copycats, 144-145 uConnect Lab: How can you make a model of a plant?, 146 uInvestigate Lab: What do the parts of a plant look like?, 149 STEM uInvestigate Lab: How do whiskers help a cat?, 155 uEngineer It!: Design a Tool, 160-161 uInvestigate Lab: What can people learn from an acorn shell?, 163 uInvestigate Lab: What happens to a water plant out of water?, 169 Quest Check-In: How do snowshoe hares stay safe?, 174-175 STEM Quest Findings: Nature Copycats, 176 uDemonstrate Lab: How do the spines of cacti help them?, 182-183</p> <p>Realize™ Digital Resources: Living Things >Topic Launch>Quest Kickoff>Video: Nature Copycats >Topic Close>Quest Findings>Interactivity: Nature Copycats</p>	<p>7. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.*</p>	<p>X</p>					
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Earth and Space Science: Space Systems: Patterns and Cycles

<p>SE/TE: Quest Kickoff: Sky Watchers, 76-77 Jumpstart Discovery!, 80 uInvestigate Lab: Why is it hard to see stars during the day?, 81 Star Light, Star Bright: Draw Conclusions, 82 Quest Connection, 83 Quest Check-In: Stars in the Sky, 85 Jumpstart Discovery!, 86 uInvestigate Lab: How can you observe sun patterns?, 87 Earth Spins: Identify, 88 STEM Math Connection: Use a Calendar, 93 Quest Findings: Sky Watchers, 102 uDemonstrate Lab: How do shadows change?, 108-109</p> <p>TE only: Focus on Mastery!: Comparing Observations, 90</p> <p>Realize™ Digital Resources: Sky and Earth >Topic Launch: Quest Kickoff>Video: Sky Watcher >Lesson 1, Observe the Sky>Video: Observe the Sky;>Interactivity: Day Sky >Lesson 2, Patterns in the Sky>Video: Patterns in the Sky;>Interactivity: Patterns in the Night Sky >Topic Close> Quest Findings>Interactivity: Sky Watchers, 102</p>	<p>8. Use observations of the sun, moon, and stars to describe patterns that can be predicted.</p>	<p>X</p>						
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<p>SE/TE: Sunrise, Sunset, 89 Investigate Lab: How does the sun cause seasons?, 95 Seasons, 96-97 Quest Check-In Lab: How can you model the motions of Earth?, 98-99 Topic Assessment, 104-105 Quest Kickoff: Plan a Trip!, 112-113 Sunlight and Seasons, 129 Literacy Toolbox: Sequence, 129 Quest Check-In Lab: How does the season affect the amount of daylight?, 132-133 Quest Findings: Plan a Trip!, 134</p> <p>Realize™ Digital Resources: Weather and the Seasons >Topic Launch>Quest Kickoff>Video: Plan a Trip! >Lesson 2, Weather Changes and the Seasons>Video: Weather Changes and the Seasons;>Interactivity: The Four Seasons >Topic Close>Quest Findings>Interactivity: Plan a Trip!</p>	<p>9. Make observations at different times of year to relate the amount of daylight to the time of year.</p>	<p>X</p>					
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Engineering, Technology, and Applications of Science

<p>SE/TE: Quest Kickoff: Sending Sound Messages, 2 uEngineer It! Define STEM: Windshield Safety, 56 STEM Quest Kickoff: Nature Copycats, 144–145 Engineering Practices: Define a Problem, EM10</p> <p>Realize™ Digital Resources: Light >Topic Launch> Quest Kickoff: Help Send a Message >Lesson 2, Light and Matter> uEngineer It! Interactivity: Ask Questions about Materials and Light Sky and Earth >Lesson 3, Daylight Changes and Seasons> uEngineer It! Video: Design a Code Living Things >Topic Launch>Quest Kickoff: Nature Copycats >Lesson 2, Animal Parts>uEngineer It! Video: Design a Tool</p>	<p>10. 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>SE/TE: STEM Quest Check-In Lab: How can an instrument send a secret?, 25 STEM uDemonstrate Lab: Which instrument can you use to make sound?, 34–35 STEM Quest Kickoff: Help Send a Message, 38–39 Engineering Practice Toolbox: Design Solutions, 60 STEM Quest Check-In Lab: How can you send secret messages?, 64–65 STEM Quest Findings: Help Send a Message, 66 uEngineer It! Design STEM: Design a Code, 100–101 STEM uInvestigate Lab: Which way is the wind blowing?, 117 uEngineer It! Design STEM: Design a Cooler!, 124–125 STEM uConnect Lab: How can you make a model of a plant?, 146 STEM uInvestigate Lab: How do whiskers help a cat?, 155 uEngineer It! Design STEM: Design a Tool, 160–161 Quest Findings: Nature Copycats, 176 STEM uDemonstrate Lab: How do the spines of cacti help them? 182–183 uEngineer It! Design STEM: Code the Way, 204–205 STEM uInvestigate Lab: How do nests protect eggs?, 207 Engineering Practices: Design a Solution, EM11</p> <p>Realize™ Digital Resources: Parents and Offspring >Lesson 2, Observe Parents and Young> uEngineer It! Interactivity: Code to Find the Treasure</p>	<p>11. 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>SE/TE: STEM Quest Findings: Sending Sound Messages, 28 STEM uDemonstrate Lab: Which instrument can you use to make sound?, 34–35 STEM Quest Check-In Lab: How can you send secret messages?, 64–65 uEngineer It! Design STEM: Design a Code, 100–101 STEM ulInvestigate Lab: Which way is the wind blowing?, 117 uEngineer It! Design STEM: Design a Cooler!, 124–125 STEM uConnect Lab: How can you make a model of a plant?, 146 STEM ulInvestigate Lab: How do whiskers help a cat?, 155 STEM uDemonstrate Lab: How do the spines of cacti help them? 182–183 STEM ulInvestigate Lab: How do nests protect eggs?, 207 Engineering Practices: Improve the Design, EM12–EM13</p> <p>Realize™ Digital Resources: Parents and Offspring >Lesson 2, Observe Parents and Young uEngineer It! Interactivity: Code to Find the Treasure</p>	<p>12. 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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