

A Correlation of
elevateScience™
Grade 2



To
West Virginia
Course 6002 – Grade 2 Evaluation Criteria

PUBLISHER:	Savvas Learning Company LLC, formerly Pearson K12 Learning		
SUBJECT:	Science	SPECIFIC GRADE:	2
COURSE:	6002 – Science, Grade 2	TITLE	elevateScience™ Grade 2
COPYRIGHT:	2019		
SE ISBN:	9780328989317	TE ISBN:	9780328949182
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 2

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: 2, 44, 69, 78, 83, 84, 94, 98, 105, 114, 138, 141, 150, 192
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, 35, 44, 69, 78, 105, 114, 141, 150, 192, 219
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, 12, 15, 21, 46, 49, 55, 66.
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 when appropriate. Additional safety information may be found within our information of our equipment materials kits on our digital Realize platform. Examples: pages 46, 49, 55, 61.

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GENERAL EVALUATION CRITERIA

**2022 -2028
Group IV – Science**

Grade 2

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: uInvestigate Lab: What is different?, 7 uInvestigate Lab: How does heating and cooling change matter?, 55 uConnect Lab: What covers most of the surface of earth?, 80 uInvestigate Lab: How do volcanoes change Earth?, 119 uInvestigate Lab: What is inside a seed or a bulb?, 155	1. provides opportunities for student collaboration.				X						

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<p>Continued:</p> <p>Realize™ Digital Resources: Properties of Matter >Properties of Matter>STEM uInvestigate Lab: What Can Beavers Teach Engineers? Earth's Processes >Earth Changes Slowly>uInvestigate Lab: How do mountains change? Habitats >Identify Habitats>Quest Check-In Lab: Which habitat is best?</p>								
<p>Representative Citations:</p> <p>SE/TE: STEM Quest Check-In Lab: What materials make a bridge strong?, 64 uEngineer It! Improve STEM: Improve a Dam!, 96-97 Quest Check-In: Prevent Floods, 123 STEM uInvestigate Lab: How do plants protect fields from wind?, 131 STEM Quest Check-In Lab: How can you protect a coastal town from erosion?, 136-137</p> <p>Realize™ Digital Resources: Properties of Matter >Topic Launch: Properties of Matter>Quest Kickoff: Toy Building Kit Changing Matter >Topic Launch: Changing Matter>Quest Kickoff: Building Bridges Earth's Processes >Topic Launch: Earth's Processes>Quest Kickoff: Save the Town!</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: How does heating and cooling change matter?, 55 Tools, EM2-EM3</p> <p>TE Only: 21st Century Skills, 219</p> <p>Realize™ Digital Resources: Properties of Matter >Describe Matter>uEngineer It! Video: Design a Nutcracker Habitats >Identify Patterns>uEngineer It! Video: Environment on Mars</p>	<p>3. includes options for using technology tools to gather information, make informed decisions, and justify solutions.</p>	<p>X</p>					
<p>Representative Citations: SE/TE: STEM Quest Check-In Lab: What materials make a bridge strong?, 64 STEM uConnect Lab: Which solution is better?, 116 STEM Quest Check-In Lab: How does the ocean affect a coastal town?, 128 STEM uInvestigate Lab: How do plants protect fields from wind?, 131 STEM uDemonstrate Lab: How can you compare different solutions?, 146-147</p> <p>Realize™ Digital Resources: Earth's Processes >Topic Launch: Earth's Processes>Quest Kickoff: Save the Town! Plants & Animals >Topic Launch: Plants & Animals>Quest Kickoff: Help Save the Giant Flower Habitats >Topic Launch: Habitats>Quest Kickoff: Protect a Habitat</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: STEM uInvestigate Lab: What can beavers teach engineers?, 15 uInvestigate Lab: Where is the best place to cross the water?, 91 uInvestigate Lab: Why do map makers use different maps?, 99 uInvestigate Lab: How do volcanoes change Earth?, 119 uInvestigate Lab: How can you model how animals spread seeds?, 175</p> <p>Realize™ Digital Resources: Properties of Matter >Topic Close: Properties of Matter>STEM uDemonstrate Lab: What makes something sink or float? Earth's Processes >Earth Changes Slowly>Quest Check-In Lab: How does the ocean affect a coastal town? >People Can Change Earth>uInvestigate Lab: How do plants protect fields from wind?</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: For supporting content, please see: TE Only: 21st Century Skills, 183</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: Changing Matter >Topic Launch>Quest Kickoff>Video: Building Bridges >Topic Close>Quest Findings>Interactivity: Building Bridges</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, 32 Differentiated Instruction, 59 Differentiated Instruction, 65 Differentiated Instruction, 97 Differentiated Instruction, 126 Focus on Mastery!, 133 Focus on Mastery!, 157 Differentiated Instruction, 207</p>	<p>7. develop conceptual understanding and research skills.</p>	<p>X</p>					

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<p>Representative Citations: SE/TE: Quest Findings: Building Bridges, 68 Quest Findings: Protect a Habitat!, 218</p> <p>TE Only: 21st Century Skills, 17 Differentiated Instruction, 97 ELD Support, 162 Differentiated Instruction, 182</p> <p>Realize™ Digital Resources: Earth's Processes >Topic Close: Earth's Processes>Quest Findings: Save the Town! Plants & Animals >Topic Close: Plants & Animals>Quest Findings: Help Save the Giant Flower</p>	<p>8. articulate thoughts and ideas through oral, written, and multimedia communications.</p>	<p>X</p>						
<p>Representative Citations: SE/TE: Quest Check-In: Build with Solids, Liquids, and Gases, 11 Quest Check-In Lab: How far is it from here to there?, 102 Butterfly Life Cycle, 158-159 Quest Check-In: Cycle of Life, 161 uEngineer It!: Here's the Buzz, 180-181</p> <p>Realize™ Digital Resources: Changing Matter >Topic Close: Changing Matter>STEM uDemonstrate Lab: How can you make something new? Earth's Water and Land >Topic Launch: Earth's Water and Land>uConnect Lab: What covers most of the surface of Earth? Habitats >Living Things in Land Habitats>uInvestigate Lab: What do land plants need?</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 do you use shapes when building?, 24 STEM Quest Check-In Lab: What materials make a bridge strong?, 64 STEM uDemonstrate Lab: How can you make something new?, 74-75 uInvestigate Lab: How do volcanoes change Earth?, 119 STEM uInvestigate Lab: How do plants protect fields from wind?, 131</p> <p>Realize™ Digital Resources: Plants and Animals >Plant Needs>Quest Check-In Lab: How can you see the parts of a plant work? >Animals Can Help Plants Reproduce>uInvestigate Lab: How can you model how animals spread seeds? Habitats >Living Things in Water Habitats>STEM uInvestigate Lab: How do plants survive in water?</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: uInvestigate Lab: How can you make a bigger bubble?, 27 uDemonstrate Lab: What makes something sink or float?, 40-41 STEM Quest Check-In Lab: What materials make a bridge strong?, 64 uInvestigate Lab: How do mountains change?, 125 STEM uInvestigate Lab: How do plants protect fields from wind?, 131</p> <p>Realize™ Digital Resources: Properties of Matter >Topic Launch: Properties of Matter>uConnect Lab: Which Object is Bigger? Changing Matter >Observe Changes in Matter>uInvestigate Lab: How can you change objects? Earth's Processes >Earth Changes Slowly>uInvestigate Lab: How do mountains change?</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: Quest Kickoff: Toy Building Kit, 2-3 Quest Kickoff: Building Bridges, 44-45 Quest Kickoff: Map Your Hike!, 78-79 Quest Kickoff: STEM Save the Town!, 114-115 Quest Kickoff: Help Save the Giant Flower!, 150-151</p> <p>Realize™ Digital Resources: Earth's Processes >People Can Change Earth>uInvestigate Lab: How do plants protect fields from wind? >Topic Close: Earth's Processes>uDemonstrate Lab: How can you compare different solutions? Habitats >Topic Launch: Habitats>Quest Kickoff: Protect a Habitat</p>	<p>12. develop and practice time- and project-management skills.</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: SE/TE: STEM uInvestigate Lab: What can beavers teach engineers?, 15 STEM uConnect Lab: How can you use all of the materials?, 46 STEM uInvestigate Lab: How do plants protect fields from wind?, 131 STEM uDemonstrate Lab: How can you compare different solutions?, 146-147 Quest Check-In Lab: How can you see the parts of a plant work?, 166-167</p> <p>Realize™ Digital Resources: Changing Matter >Matter Within Objects>STEM uInvestigate Lab: What can you build? Earth's Water and Land >Water on Earth>uInvestigate Lab: Where is the best place to cross the water? Habitats >Living Things in Water Habitats>STEM uInvestigate Lab: How do plants survive in water?</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: STEM Quest Check-In Lab: How do you use shapes when building?, 24-25 Quest Check-In Lab: How can you model landforms?, 88-89 STEM Quest Check-In Lab: How does the ocean affect a coastal town?, 128 Quest Check-In Lab: How can you see the parts of a plant work?, 166-167 Investigate Lab: What do land plants need?, 205</p> <p>Realize™ Digital Resources: Changing Matter >Matter Within Objects>Quest Check-In Lab: What materials make a bridge strong? Earth's Water and Land >Topic Close: Earth's Water and Land>Demonstrate Lab: What can we find at the playground or park? Earth's Processes >Topic Close: Earth's Processes>Demonstrate Lab: How can you compare different solutions?</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: Toy Engineer, 35 Career Connection: Structural Engineer, 69 Career Connection: Map Maker, 105 Career Connection: Environmental Engineer, 141 Career Connection: Botanist, 183 Career Connection: Ecologist, 219</p>	<p>15. explore science-related careers.</p>	<p>X</p>						

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<p>Representative Citations: TE Only: Differentiated Instruction, 32 Differentiated Instruction, 59 Differentiated Instruction, 65 Differentiated Instruction, 97 Differentiated Instruction, 126 Focus on Mastery!, 133 Focus on Mastery!, 157 Differentiated Instruction, 207</p>	<p>16. conduct research, validate sources, and report findings ethically.</p>	<p>X</p>						
<p>Representative Citations: SE/TE: Topic 1 Evidence-Based Assessment, 38-39 STEM uDemonstrate Lab: How can you make something new?, 74-75 uDemonstrate Lab: What can we find at the playground or park?, 110-111 Topic 4 Evidence-Based Assessment, 144-145 uDemonstrate Lab: How can you compare diversity in two habitats?, 224-225</p> <p>Realize™ Digital Resources: Properties of Matter >Topic Close: Properties of Matter>uDemonstrate Lab: What makes something sink or float? Earth's Processes >Topic Close: Earth's Processes>uDemonstrate Lab: How can you compare different solutions? Plants and Animals >Topic Close: Plants and Animals>uDemonstrate Lab: How does a plant make oxygen?</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: ELD Support, 14 Differentiated Instruction, 43 Differentiated Instruction, 65 ELD Support, 90 Differentiated Instruction, 126 Differentiated Instruction, 153 ELD Support, 196 Differentiated Instruction, 212</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: Quest Findings: Building Bridges, 68 Quest Findings: Map Your Hike!, 104 Quest Findings: Help Save the Giant Flower, 182</p> <p>TE Only: Teach with Movement, 84 Teach with Movement, 213</p> <p>Realize™ Digital Resources: Program Resources >Program Games>Literacy Interactivity: Desert Hike;>Science Concept Interactivity: What's in Your Garden? What Does It Do?;>Science and Engineering Interactivity: Zoom around the Zoo</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 does heating and cooling change matter?, 55 uConnect Lab: What covers most of the surface of the Earth?, 80 uInvestigate Lab: How do mountains change?, 125 STEM uDemonstrate Lab: How can you compare different solutions?, 146-147 uInvestigate Lab: What do plants need to grow?, 163</p> <p>Realize™ Digital Resources: Properties of Matter >Properties of Matter>STEM uInvestigate Lab: What Can Beavers Teach Engineers? Earth's Water and Land >Water on Earth>uInvestigate Lab: Where is the best place to cross the water? Habitats >Topic Launch: Habitats>uConnect Lab: What is out there?</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: uInvestigate Lab: How can you make a bigger bubble?, 27 STEM Quest Check-In Lab: How does the ocean affect a coastal town?, 128 uInvestigate Lab: What is inside a seed or a bulb?, 155 uDemonstrate Lab: How does a plant make oxygen?, 188-189 STEM uInvestigate Lab: How do plants survive in water?, 211</p> <p>Realize™ Digital Resources: Properties of Matter >Topic Close: Properties of Matter>uDemonstrate Lab: What makes something sink or float? Earth's Water and Land >Topic Launch: Earth's Water and Land>uConnect Lab: What covers most of the surface of Earth? Earth's Processes >People Can Change Earth>uInvestigate Lab: How do plants protect fields from wind?</p>	<p>21. cultivate investigative abilities leading to logical conclusions.</p>	<p>X</p>					
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<p>Representative Citations: TE Only: Differentiated Instruction, 84 ELD Support, 124 Teach with Movement, 129 ELD Support, 210 The Essential Question: Show What You Learned, 220</p> <p>Realize™ Digital Resources: Properties of Matter >Describe Matter>Interactivity: Explore Solids, Liquids and Gases Earth's Water and Land >Describe Earth's Surface>Interactivity: Landforms Earth's Processes >Earth Changes Slowly>Interactivity: Slow Changes on Earth</p>	<p>22. incorporate authentic scientific vocabulary acquisition.</p>	<p>X</p>					
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<p>Representative Citations: SE/TE: STEM uConnect Lab: How can you use all of the materials?, 46 uInvestigate Lab: How can you change objects?, 49 STEM uConnect Lab: Which solution is better?, 116 STEM uDemonstrate Lab: How can you compare different solutions?, 146-147 uConnect Lab: What is out there?, 194</p> <p>Realize™ Digital Resources: Changing Matter >Temperature and Matter>uInvestigate Lab: How does heating and cooling change matter? Earth's Processes >Earth Changes Slowly>uInvestigate Lab: How do mountains change? Plants and Animals >Animal and Plant Life Cycles>uInvestigate Lab: What is inside a seed or bulb?</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: uEngineer It! Model STEM: Design a Nutcracker!, 12-13 uEngineer It! Improve STEM: Improve a Sipping Cup!, 66-67 uEngineer It! Improve STEM: Improve a Dam!, 96-97 uEngineer It! Improve STEM: Stop Wind Erosion, 138-139 uEngineer It! Design STEM: Here's the Buzz, 180-181</p> <p>Realize™ Digital Resources: Properties of Matter >Topic Close: Properties of Matter>Quest Findings: Toy Building Kit Plants & Animals >Topic Close: Plants & Animals>Quest Findings: Help Save the Giant Flower Habitats >Topic Close: Habitats>Quest Findings: Protect a Habitat</p>	<p>24. persevere to complete a task and generate high quality work.</p>	<p>X</p>					
<p>Representative Citations: TE Only: ELD Support, 24 Content Refresher, 122</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: uInvestigate Lab: How does heating and cooling change matter?, 55 uConnect Lab: What covers most of the surface of the Earth?, 80 uInvestigate Lab: How do mountains change?, 125 STEM uDemonstrate Lab: How can you compare different solutions?, 146-147 uInvestigate Lab: What do plants need to grow?, 163</p> <p>Realize™ Digital Resources: Properties of Matter >Properties of Matter>STEM uInvestigate Lab: What Can Beavers Teach Engineers? Earth's Water and Land >Water on Earth>uInvestigate Lab: Where is the best place to cross the water? Habitats >Topic Launch: Habitats>uConnect Lab: What is out there?</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: uDemonstrate Lab: What make something sink or float?, 40-41 uConnect Lab: What covers most of the surface of Earth?, 80 uInvestigate Lab: How do mountains change?, 125 uInvestigate Lab: What do plants need to grow?, 163 uInvestigate Lab: Who lives in a grassland?, 197</p> <p>Realize™ Digital Resources: Changing Matter >Temperature and Matter>uInvestigate Lab: How does heating and cooling change matter? Earth's Processes >Earth Changes Quickly>uInvestigate Lab: How do volcanoes change Earth? Plants and Animals >Topic Launch: Plants and Animals>uConnect Lab: How are plants and animals alike and different?</p>	<p>27. investigate the natural world and universe.</p>	<p>X</p>					
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<p>Representative Citations: SE/TE: Quest Findings: Protect a Habitat, 218</p> <p>TE Only: 21st Century Skills, 17 Differentiated Instruction, 68 Differentiated Instruction, 97 Focus on Mastery!, 133 Differentiated Instruction, 182 The Essential Question: Show What You Know, 191</p> <p>Realize™ Digital Resources: Habitats >Living Things in Land Habitats>Investigate Lab: What do land plants need?</p>	<p>28. practice situational language (e.g., presentations, debates, speeches, collaborative discussions, social media) in real-world activities.</p>	<p>X</p>					
<p>Representative Citations: TE Only: Content Refresher, 122 Possible Misconception, 206</p>	<p>29. understand the impact of global issues and events on their lives, communities, and greater society.</p>	<p>X</p>					

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<p>Representative Citations: SE/TE: uInvestigate Lab: How can you make a bigger bubble?, 27 STEM uConnect Lab: How can you use all of the materials?, 46 uInvestigate Lab: How do mountains change?, 125 uDemonstrate Lab: How does a plant make oxygen?, 188-189 uInvestigate Lab: Who lives in a grassland?, 197</p> <p>Realize™ Digital Resources: Changing Matter >Temperature and Matter>uInvestigate Lab: How does heating and cooling change matter? Habitats >Topic Launch: Habitats>uConnect Lab: What is out there? >Topic Close: Habitats>uDemonstrate Lab: How can you compare diversity in two habitats?</p>	<p>30. use laboratory equipment properly.</p>	<p>X</p>					
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Assessment							
<i>The instructional resources provide:</i>							
<p>Representative Citations: SE/TE: Reading Check: Cause and Effect, 9 Topic 1 Assessment, 36-37 Topic 1 Evidence-Based Assessment, 38-39 uDemonstrate Lab: What makes something sink or float?, 40-41 Topic 2 Assessment, 70-71</p> <p>Realize™ Digital Resources: Earth's Water and Land >Water on Earth>Quiz: Water on Earth >Map Land and Water>Quiz: Map Land and Water >Topic Close: Earth's Land and Water>Test: Earth's Land and Water</p>	<p>31. ongoing diagnostic formative and summative assessments.</p>	<p>X</p>					
<p>Representative Citations: SE/TE: Reading Check: Sequence, 121 Topic 4 Assessment, 142-143 Topic 4 Evidence-Based Assessment, 144-145 STEM uDemonstrate Lab: How can you compare different solutions?, 146-147 Topic 5 Evidence-Based Assessment, 186-187</p> <p>Realize™ Digital Resources: Habitats >Living Things in Water Habitats>Quiz: Living Things in Water Habitats >Topic Close: Habitats>Test: Habitats;>uDemonstrate Lab: How can you compare diversity in two habitats?</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>					

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: TE Only: Assessment Rubric, 41 Assessment Rubric, 75 Assessment Rubric, 111 Assessment Rubric, 147 Assessment Rubric, 225</p> <p>Realize™ Digital Resources: Properties of Matter >Topic Launch: Properties of Matter>Quest Rubric: Toy Building Kit Changing Matter >Topic Launch: Changing Matter>Quest Rubric: Building Bridges Plants & Animals >Topic Launch: Plants & Animals>Quat Rubric: Help Save the Giant Flower</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-vii Scope and Sequence, xii-xiii Pacing Guide, xiv-xv Quest Kickoff: Toy Building Kit, 2-3 Quest Findings: Toy Building Kit, 34</p> <p>Realize™ Digital Resources: Properties of Matter >Topic Launch: Properties of Matter>uConnect Lab: Which Object is Bigger? >Use Solids>Quest Check-In Lab: How do you use shapes when building? >Use Liquids and Gases>uInvestigate Lab: How can you make a bigger bubble?</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: STEM uInvestigate Lab: What can beavers teach engineers?, 15 uConnect Lab: What covers most of the surface of Earth?, 80 uInvestigate Lab: How do volcanoes change Earth?, 119 uInvestigate Lab: How do mountains change?, 125 uInvestigate Lab: What do animals need?, 169</p> <p>Realize™ Digital Resources: Changing Matter >Temperature and Matter>uInvestigate Lab: How does heating and cooling change matter? Plants and Animals >Animal and Plant Life Cycles>uInvestigate Lab: What is inside a seed or a bulb? Habitats >Living Things in Water Habitats>STEM uInvestigate Lab: How do plants survive in water?</p>	<p>35. connect common themes across multiple science disciplines.</p>	<p>X</p>					
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<p>Representative Citations: SE/TE: Literacy Toolbox: Cause and Effect, 10 STEM Math Connection: Measure Temperature, 33 STEM Math Connection: Compare Numbers, 65 STEM Math Connection: Measure Distance, 103 Literacy Connection: Sequence, 117 Literacy Connection: Compare and Contrast, 153 Literacy Connection: Main Idea and Details, 195 STEM Math Connection: Add and Subtract, 217</p>	<p>36. integrate cross-curricular connections.</p>	<p>X</p>					
<p>Representative Citations: TE Only: 21st Century Skills, 11 Content Refresher, 16 Differentiated Instruction, 22 Possible Misconception, 58 Differentiated Instruction, 126 Differentiated Instruction, 157 Content Refresher, 164 21st Century Skills, 170</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 2

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: Structure and Properties of Matter										
SE/TE: uInvestigate Lab: What is different?, 7 uInvestigate Lab: Which package fits the blocks?, 21 uInvestigate Lab: How can you make a bigger bubble?, 27 uDemonstrate Lab: What makes something sink or float?, 40-41 Quest Kickoff: Building Bridges, 44-45 uInvestigate Lab: How can you change objects?, 49 Quest Findings: Building Bridges, 68 Realize™ Digital Resources: Changing Matter >Topic Launch>Quest Kickoff>Video: Building Bridges >Topic Close>Quest Findings>Interactivity: Building Bridges	1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.				X					

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<p>SE/TE: Build with Solids, Liquids, and Gases, 11 uInvestigate Lab: What can beavers teach engineers?, 15 Uses Solids, 22 Quest Check-In: How do you use shapes when building?, 24-25 uInvestigate Lab: How can you make a bigger bubble?, 27 Quest Findings: Toy Building Kit, 34 STEM Quest Check-In Lab: What materials make a bridge strong?, 65 uEngineer It!: Improve a Sipping Cup!, 66-67 Quest Findings: Building Bridges, 68</p> <p>Realize™ Digital Resources: Properties of Matter >Topic Launch>Quest Kickoff>Video: Toy Building Kit >Topic Close>Quest Findings>Interactivity: Toy Building Kit</p>	<p>2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.*</p>	<p>X</p>					
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<p>SE/TE: Quest Kickoff: Building Bridges, 44-45 uConnect Lab: How can you use all of the materials?, 46 STEM uInvestigate Lab: What can you build?, 61 STEM Quest Check-In Lab: What materials make a bridge strong?, 64 Quest Findings: Building Bridges, 68 Topic Assessment, 70-71 uDemonstrate Lab: How can you make something new?, 74-75</p> <p>Realize™ Digital Resources: Changing Matter >Topic Launch>Quest Kickoff>Video: Building Bridges >Lesson 3, Matter Within Objects>Video: Matter Within Objects;>Interactivity: Choices Matter >Topic Close>Quest Findings>Interactivity: Building Bridges</p>	<p>3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.</p>	<p>X</p>						
<p>SE/TE: Jumpstart Discovery!, 54 uInvestigate Lab: How does heating and cooling change matter?, 55 Reversible or Not, 58 Evidence-Based Assessment, 72-73</p> <p>TE Only: Focus on Mastery!: Engaging in Argument with Evidence, 59</p> <p>Realize™ Digital Resources: Changing Matter >Lesson 2, Temperature and Matter>Interactivity: Turn Up the Heat and Chill Out</p>	<p>4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.</p>	<p>X</p>						

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Life Science: Interdependent Relationships in Ecosystems

<p>SE/TE: Quest Kickoff: Help Save the Giant Flower, 150-151 uInvestigate Lab: What do plants need to grow?, 163 Quest Check-In Lab: How can you see the parts of a plant work?, 166-167 Quest Findings: Help Save the Giant Flower, 182 uDemonstrate Lab: How does a plant make oxygen?, 188-189</p> <p>Realize™ Digital Resources: Plants and Animals >Topic Launch>Quest Kickoff>Video: Help Save the Giant Flower >Lesson 2> Plant Needs>Video: Plant Needs;>Interactivity: How Plant Parts Help Plants >Topic Close> Quest Findings>Interactivity: Help Save the Giant Flower</p>	<p>5. Plan and conduct an investigation to determine if plants need sunlight and water to grow.</p>	<p>X</p>					
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<p>SE/TE: Quest Kickoff: Help Save the Giant Flower, 150-151 uInvestigate Lab: How can you model how animals spread seeds?, 175 Quest Check-In Lab: What is pollination?, 178-179 uEngineer It!: Here's the Buzz, 180-181 Quest Findings: Help Save the Giant Flower, 182</p> <p>Realize™ Digital Resources: Plants and Animals >Topic Launch>Quest Kickoff>Video: Help Save the Giant Flower >Lesson 4, Animals Can Help Plants Reproduce>Interactivity: How Seeds and Pollen Are Dispersed >Topic Close> Quest Findings>Interactivity: Help Save the Giant Flower</p>	<p>6. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.*</p>	<p>X</p>					
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<p>SE/TE: uConnect Lab: How are plants and animals alike and different?, 152 uInvestigate Lab: What is inside a seed or bulb?, 155 Visual Literacy: Butterfly Life Cycle, 158-159 uConnect Lab: What is out there?, 194 uInvestigate Lab: Who lives in a grassland?, 197 Habitats, 198 Quest Connection, 199 Quest Check-In: Which habitat is best?, 200-201 Jumpstart Discovery!, 204 uInvestigate Lab: What do land plants need?, 205 Jumpstart Discovery!, 210 uInvestigate Lab: How do plants survive in water?, 211 Visual Literacy: The Ocean, 212-213 Quest Check-In: Why Some Animals Live in Water, 216 uDemonstrate Lab: How can you compare diversity in two habitats?, 224-225</p> <p>Realize™ Digital Resources: Habitats >Topic Launch>Quest Kickoff>Video: Protect a Habitat >Lesson 1, Identify Habitats>Video: Identify Habitats;>Interactivity: Your Home Is Your Habitat >Lesson 2, Living Things in Land Habitats>Video: Living Things in Land Habitats;>Interactivity: Compare Land Habitats >Lesson 3, Explore Water Habitats>Video: Explore Water Habitats;>Interactivity: Explore Water Habitats >Topic Close>Quest Findings>Interactivity: Protect a Habitat</p>	<p>7. Make observations of plants and animals to compare the diversity of life in different habitats.</p>	<p>X</p>					
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Earth and Space Science: Earth's Systems: Processes that Shape the Earth

<p>SE/TE: Stem Quest Kickoff: Save the Town, 114-115 ulnvestigate Lab: How do volcanoes change Earth?, 119 ulnvestigate Lab: How do mountains change?, 125 Earth Movement and Mountains: Use Evidence, 126 Erosion and Deposition, 127 STEM Quest Check-In Lab: How does the ocean affect a coastal town?, 128 Solve it with Science, 129 STEM ulnvestigate Lab: How do plants protect fields from wind?, 131 Visual Literacy: Stop Wind and Water, 134-135 STEM Quest Check-In Lab: How can you protect a coastal town from erosion?, 136-137 uEngineer It!: Stop Wind Erosion, 138-139 STEM Quest Findings: Save the Town, 140 Career Connection: Environmental Engineer, 141 STEM uDemonstrate Lab: How can you compare different solutions?, 146-147</p> <p>Realize™ Digital Resources: Earth's Processes >Topic Launch>Quest Kickoff>Video: Save the Town >Lesson 1, Earth Changes Quickly>Video: Earth Changes Quickly;>Interactivity: Quick Changes on Earth >Lesson 2, Earth Changes Slowly>Video: Earth Changes Slowly;>Interactivity: Changing Land >uEngineer It!: Stop Wind Erosion>Interactivity: Stop Wind Erosion</p>	<p>8. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</p>	<p>X</p>					
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<p>SE/TE: Quest Kickoff: Map Your Hike!, 78-79 Quest Findings: Map Your Hike, 104 STEM Quest Kickoff: Save the Town, 114-115 uConnect Lab: Which solution is better?, 116 STEM uInvestigate Lab: How do plants protect fields from wind?, 131 Changes to Land, 132 Changes to Water, 133 Visual Literacy: Stop Wind and Water, 134-135 STEM Quest Check-In Lab: How can you protect a coastal town from erosion?, 136-137 uEngineer It!: Stop Wind Erosion, 138-139 Quest Findings: Save the Town, 140 uDemonstrate Lab: How can you compare different solutions?, 146-147</p> <p>Realize™ Digital Resources: Earth's Water and Land >Topic Launch>Quest Kickoff>Video: Map Your Hike! >Topic Close>Quest Findings>Interactivity: Map Your Hike!</p> <p>Earth's Processes >Topic Launch>Quest Kickoff>Video: Save the Town >Lesson 1, Earth Changes Quickly>Video: Earth Changes Quickly;>Interactivity: Quick Changes on Earth >Lesson 2, Earth Changes Slowly>Video: Earth Changes Slowly;>Interactivity: Changing Land >uEngineer It!: Stop Wind Erosion>Interactivity: Stop Wind Erosion >Lesson 3, People Can Change Earth>Video: People Can Change Earth;>Interactivity: How do people change Earth? >Topic Close>Quest Findings>Interactivity: Save the Town</p>	<p>9. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.*</p>	<p>X</p>					
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<p>SE/TE: Quest Kickoff: Map Your Hike!, 78-79 Jumpstart Discovery!, 82 uInvestigate Lab: How can you make a map of a special place?, 83 Quest Check-In Lab: How can you model landforms?, 88-89 uInvestigate Lab: Where is the best place to cross the water?, 91 uInvestigate Lab: Why do mapmakers use different maps?, 99 Understand a Map, 100-101 Quest Check-In Lab: How far is it from here to there?, 102 Quest Findings: Map Your Hike!, 104 Topic Assessment, 106-107 uDemonstrate Lab: What can we find at the playground or park?, 110-111</p> <p>Realize™ Digital Resources: Earth's Water and Land >Topic Launch>Quest Kickoff>Video: Map Your Hike! >Lesson 1, Describe Earth's Surface>Interactivity: What is that landform? >Lesson 2, Water on Earth>Interactivity: Water, Water Everywhere >Lesson 3, Map Land and Water>Interactivity: Map and Go >Topic Close>Quest Findings>Interactivity: Map Your Hike!</p>	<p>10. Develop a model to represent the shapes and kinds of land and bodies of water in an area.</p>	<p>X</p>					
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<p>SE/TE: Quest Kickoff: Map Your Hike!, 78-79 uConnect Lab: What covers most of the surface of the Earth?, 80 The Ocean, 92 Glaciers, 93 Lakes and Ponds, 94 Quest Check-In: Describe Earth's Water, 95 Quest Findings: Map Your Hike!, 104</p> <p>Realize™ Digital Resources: Earth's Water and Land >Topic Launch>Quest Kickoff>Video: Map Your Hike! >Lesson 2, Water on Earth>Video: Water on Earth;>Interactivity: Water, Water Everywhere >Topic Close>Quest Findings>Interactivity: Map Your Hike!</p>	<p>11. Obtain information to identify where water is found on Earth and that it can be solid or liquid.</p>	<p>X</p>						
<p>Engineering, Technology, and Applications of Science</p>								
<p>SE/TE: STEM uDemonstrate Lab: How can you make something new?, 74–75 uEngineer It! Define STEM: Plan a Habitat on Mars!, 202–203 Engineering Practices: Define a Problem, EM10</p> <p>Realize™ Digital Resources: Properties of Matter >Lesson 1, Describe Matter>uEngineer It! Video: Design a Nutcracker Habitats >Lesson 1, Identify Habitats>uEngineer It! Video: Environment on Mars</p>	<p>12. 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: uEngineer It! Model STEM: Design a Nutcracker!, 12–13 STEM Quest Check-In Lab: What materials make a bridge strong?, 64 uEngineer It! Improve STEM: Improve a Sipping Cup!, 66–67 uEngineer It! Improve STEM: Improve a Dam!, 96–97 STEM Quest Kickoff: Save the Town!, 114–115 Quest Check-In: Prevent Floods, 123 STEM Quest Check-In Lab: How does the ocean affect a coastal town?, 128 STEM ulnvestigate Lab: How do plants protect fields from wind?, 131 STEM Quest Check-In Lab: How can you protect a coastal town from erosion?, 136–137 uEngineer It! Improve STEM: Stop Wind Erosion, 138–139 uEngineer It! Define STEM: Plan a Habitat on Mars!, 202–203 STEM ulnvestigate Lab: How do plants survive in water?, 211 Engineering Practices: Design a Solution, EM11</p> <p>Realize™ Digital Resources: Properties of Matter >Lesson 1, Describe Matter>uEngineer It! Video: Design a Nutcracker Earth's Processes >Lesson 3, People Can Change Earth>uEngineer It! Interactivity: Protect the House and Land</p>	<p>13. 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 ulnvestigate Lab: What can beavers teach engineers?, 15 STEM Quest Check-In Lab: How do you use shapes when building?, 24–25 STEM uConnect Lab: How can you use all of the materials?, 46 STEM ulnvestigate Lab: What can you build?, 61 STEM Quest Check-In Lab: What materials make a bridge strong?, 64 STEM Quest Check-In Lab: How does the ocean affect a coastal town?, 128 STEM ulnvestigate Lab: How do plants protect fields from wind?, 131 STEM Quest Check-In Lab: How can you protect a coastal town from erosion?, 136–137 STEM Quest Findings: Save the Town!, 140 STEM uDemonstrate Lab: How can you compare different solutions?, 146–147 Engineering Practices: Improve the Design, EM12–EM13</p> <p>Realize™ Digital Resources: Properties of Matter >Lesson 1, Describe Matter>uEngineer It! Video: Design a Nutcracker Changing Matter >Lesson 3, Matter Within Objects>uEngineer It! Interactivity: Chill Out Earth’s Land and Water >Lesson 2, Water on Earth>uEngineer It! Interactivity: Fix the Dam!</p>	<p>14. 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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