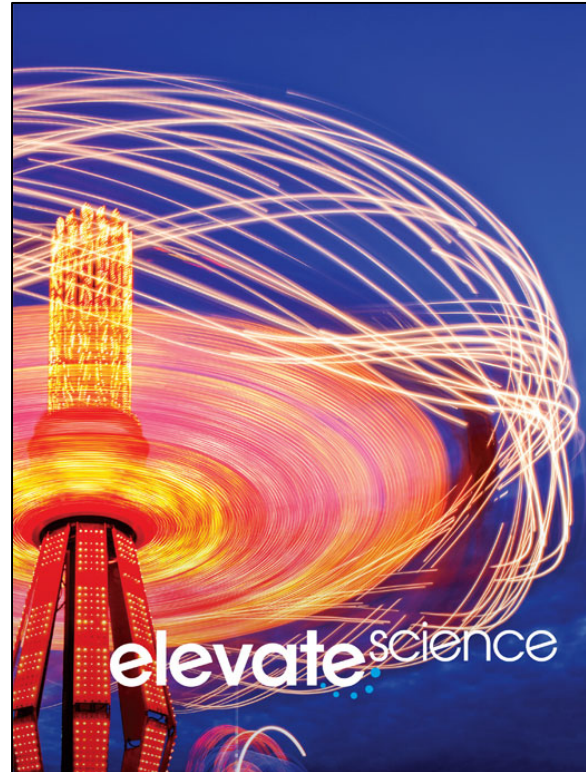


A Correlation of
elevateScience™
Grade 3



To
West Virginia
Course 6003 – Grade 3 Evaluation Criteria

| | | | |
|---------------------------------------|--|---------------------------------------|--|
| PUBLISHER: | Savvas Learning Company LLC, formerly Pearson K12 Learning | | |
| SUBJECT: | Science | SPECIFIC GRADE: | 3 |
| COURSE: | 6003 – Science, Grade 3 | TITLE | elevateScience™ Grade 3 |
| COPYRIGHT: | ©2019 | | |
| SE ISBN: | 9780328989324 | TE ISBN: | 9780328949199 |
| 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 3

| 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, 12, 16, 26, 27, 43, 52, 77, 86, 110, 119, 128, 161, 170, 192, 212, 254. |
| 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, 52, 86, 128, 170, 212, 254. |
| 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.

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| X | | <p>4. BIAS The instructional resource is free of political bias.</p> | <p>Yes, the instructional resources of the Savvas elevateScience™ program are free of political bias.</p> |
| X | | <p>5. COMMON CORE The instructional resource does not reference Common Core academic standards. (WV Code §18-2E-1b-1)</p> | <p>The instructional resources of the Savvas elevateScience™ program do not reference Common Core academic standards.</p> |
| X | | <p>6. INQUIRY 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 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, 14-15, 17, 25, 35, 54, 57, 67, 74-75, 88, 98-99, 130, 133, 143, 172, 175, 192-193, 210, 233.</p> |
| 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> | <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 on pages 40, 88, 91, 116, 153, 175, 183, 217, 225.</p> |

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GENERAL EVALUATION CRITERIA

2022 -2028 Group IV – Science Grade 3

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 | |
| 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: STEM uInvestigate Lab: How can you stop a flood?, 111 uInvestigate Lab: How does the sun’s radiation vary on Earth’s surface?, 133 uDemonstrate Lab: What affects the climate in a region?, 166-167 uInvestigate Lab: How are life cycles similar and different?, 175 uInvestigate Lab: How can you use evidence to infer climate change?, 279 | 1. provides opportunities for student collaboration. | | | | X | | | | | |

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| <p>Continued: Realize™ Digital Resources: Motion and Forces >Balanced and Unbalanced Forces>Quest Check-In Lab: How can you control your flippers? Weather Weather Hazards>Quest Check-In Lab: How can a roof be improved? Fossil Evidence Living Things and Climate Change>Quest Check- In Lab: Where did those fossils come from?</p> | | | | | | | | |
| <p>Representative Citations: SE/TE: Quest Kickoff: STEM Pinball Wizard!, 2-3 Quest Kickoff: STEM Hold on to Your Roof!, 86-87 Quest Kickoff: STEM Design a Mystery Creature, 170-171 Quest Kickoff: Written in Stone, 254-255</p> <p>Realize™ Digital Resources: Electricity and Magnetism >Topic Launch>Quest Kickoff: Weigh to GO! Adaptations and Survival >Topic Launch >Quest Kickoff: Help the Pond Organisms Survive</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 fast can it move?, 7 STEM Quest Check-In Lab: How can magnets sort objects by weight?, 72-73 uEngineer It! Build STEM: Moving Along, 74-75 STEM Quest Check-In Lab: How can a roof be improved?, 116-117 uEngineer It! Model STEM: Climate Change in a Bottle, 150-151 uInvestigate Lab: How do some birds fly so far?, 225</p> <p>Realize™ Digital Resources: Life Cycles and Traits >Inherited Traits>uEngineer It! Video: A Fruitful Change Fossil Evidence >Fossils as a Record>uEngineer It! Video: Rebuilding Dinosaurs</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: uConnect Lab: How can temperature damage a house?, 88 Quest Check-In: A Roof for All Seasons, 108 STEM uInvestigate Lab: How can you stop a flood?, 111 Quest Check-In Lab: How do changing glaciers how climate change?, 148-149 uInvestigate Lab: How will sea levels affect tigers?, 233</p> <p>Realize™ Digital Resources: Weather >Weather Hazards>Virtual Lab: Build a Weather-Proof Home Climate >Climate Change>Interactivity: Climate Changes Adaptations and Survival >Survival When Environments Change>Interactivity: Environmental Changes</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: Extreme Science: Weather Whiplash, 109 ulnvestigate Lab: What do tree rings show?, 143 Quest Check-In Lab: How do changing glaciers how climate change?, 148-149 ulnvestigate Lab: How do some birds fly so far?, 225 ulnvestigate Lab: How can you use evidence to infer climate change?, 279</p> <p>Realize™ Digital Resources: Weather >Weather Hazards>Interactivity: Severe Weather Climate >Climate Change>Interactivity: Climate Changes Adaptations and Survival >Survival When Environments Change>Interactivity: Environmental Changes</p> | <p>5. offers activities to connect multiple scientific phenomena to real-world events.</p> | <p>X</p> | | | | | | |
| <p>Information and Communication Skills</p> <p><i>For student mastery of college- and career-readiness standards, the instructional resources will include multiple strategies that provide students with opportunities to:</i></p> | | | | | | | | |
| <p>Representative Citations: TE Only: Differentiated Instruction, 106 Differentiated Instruction, 245</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, 18 Differentiated Instruction, 21 21st Century Skills, 28 Differentiated Instruction, 33 21st Century Skills, 69 21st Century Skills, 113 21st Century Skills, 156 21st Century Skills, 282</p> | <p>7. develop conceptual understanding and research skills.</p> | <p>X</p> | | | | | | |

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| <p>Representative Citations: SE/TE: Quest Findings: STEM Weigh to Go, 76 Quest Findings: STEM Help the Pond Organisms Survive, 244</p> <p>TE Only: 21st Century Skills, 37 21st Century Skills, 94 21st Century Skills, 227</p> <p>Realize™ Digital Resources: Climate >Topic Close: Climate>Quest Findings: Climates on Location Life Cycles and Traits >Topic Close: Life Cycles and Traits>Quest Findings: Design a Mystery Creature Adaptations and Survival >Topic Close: Adaptations and Survival>Quest Findings: Help the Pond Organisms Survive</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: Visual Literacy Connection: How can you move an object?, 36-37 Visual Literacy Connection: How Do Electric Charges Move?, 60-61 uInvestigate Lab: When is the air dry?, 101 uConnect Lab: How does temperature change on a mountain?, 130 Visual Literacy Connection: How are life cycles the same?, 180-181</p> <p>Realize™ Digital Resources: Life Cycle and Traits >Life Cycles>Interactivity: Compare Life Cycles >Inherited Traits>uInvestigate Lab: How do offspring compare to their parents? Fossil Evidence >Fossils as a Record>uInvestigate Lab: What can fossil footprints tell you about an animal?</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:

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| <p>Representative Citations: SE/TE: STEM ulnvestigate Lab: How can you stop a flood?, 111 ulnvestigate Lab: How does the sun’s radiation vary on Earth’s surface?, 133 uDemonstrate Lab: What affects the climate in a region?, 166-167 ulnvestigate Lab: How are life cycles similar and different?, 175</p> <p>TE Only: 21st Century Skills, 94</p> <p>Realize™ Digital Resources: Motion and Forces >Balanced and Unbalanced Forces>Quest Check-In Lab: How can you control your flippers? Weather >Weather Hazards>Quest Check-In Lab: How can a roof be improved? Fossil Evidence >Living Things and Climate Change>Quest Check-In Lab: Where did those fossils come from?</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 describe the motion of an object?, 17 uInvestigate Lab: What makes it move?, 25 uConnect Lab: How can temperature damage a house?, 88 STEM uInvestigate Lab: How can you stop a flood?, 111 Quest Check-In Lab: How are living things suited to their habitats?, 222-223</p> <p>Realize™ Digital Resources: Motion and Forces >Topic Close: Motion and Forces>uDemonstrate Lab: Why do objects move? Electricity and Magnetism >Topic Close: Electricity and Magnetism>uDemonstrate Lab: How can you use a force? Adaptations and Survival >Survival of Individuals>uInvestigate Lab: How do sea lions stay warm in cold waters?</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: For related content, please see: SE/TE: Quest Kickoff: STEM Weigh to Go!, 52-53 STEM Quest Check-In Lab: How can magnets sort objects by weight?, 72-73 Quest Kickoff: Climates on Location, 128-129 Quest Kickoff: STEM Help the Pond Organisms Survive, 212-213 Quest Kickoff: Written in Stone, 254-255</p> <p>Realize™ Digital Resources: Motion and Forces >Topic Launch: Motion and Forces>Quest Kickoff: Pinball Wizard! Weather >Topic Launch: Weather>Quest Kickoff: Hold Onto Your Roof! Life Cycles and Traits >Topic Launch: Life Cycles and Traits>Quest Kickoff: Design a Mystery Creature</p> | <p>12. develop and practice time- and project-management skills.</p> | | | X | | | | |
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| <p>Representative Citations: SE/TE: STEM uDemonstrate Lab: Why do objects move?, 48-49 STEM uDemonstrate Lab: How can you use a force?, 82-83 uDemonstrate Lab: What affects the climate in a region?, 166-167 uDemonstrate Lab: How well will the rabbit survive?, 250-251 uDemonstrate Lab: What were this organism and its environment like?, 292-293</p> <p>Realize™ Digital Resources: Weather >Topic Close: Weather>Quest Findings: Hold Onto Your Roof! Climate >Topic Close: Climate>Quest Findings: Climates on Location Adaptations and Survival >Topic Close: Adaptations and Survival>Quest Findings: Help the Pond Organisms Survive</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: For related content, please see: SE/TE: STEM Quest Check-In Lab: How can you control your flippers?, 40-41 uInvestigate Lab: How can you keep objects in the air?, 57 uInvestigate Lab: How can the environment affect an organism?, 195 uDemonstrate Lab: How well will the rabbit survive?, 250-251 uInvestigate Lab: How can you use evidence to infer climate change?, 279</p> <p>Realize™ Digital Resources: Motion and Forces >Motion>uInvestigate Lab: How fast can it move? >Patterns in Motion>uInvestigate Lab: How can you describe the motion of an object? Life Cycles and Traits >Life Cycles>uInvestigate Lab: How are life cycles similar and different?</p> | <p>14. assume various roles and responsibilities when working independently or as a group.</p> | | | X | | | | |
| <p>Representative Citations: SE/TE: Career Connection: Game Designer, 43 Career Connection: Systems Engineer, 77 Career Connection: Architect, 119 Career Connection: Movie Location Scout, 161 Career Connection: Ecologist, 203 Career Connection: Conservation Biologist, 245 Career Connection: Paleontologist, 287</p> | <p>15. explore science-related careers.</p> | X | | | | | | |

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| <p>TE Only: Differentiated Instruction, 18 Differentiated Instruction, 21 21st Century Skills, 28 Differentiated Instruction, 33 21st Century Skills, 69 21st Century Skills, 113 21st Century Skills, 156 21st Century Skills, 282</p> | <p>16. conduct research, validate sources, and report findings ethically.</p> | <p>X</p> | | | | | | |
| <p>Representative Citations: SE/TE: STEM uDemonstrate Lab: Why do objects move?, 48-49 STEM uDemonstrate Lab: How can you use a force?, 82-83 uDemonstrate Lab: What can barometric pressure tell you?, 124-125 uDemonstrate Lab: What affects the climate in a region?, 166-167 uDemonstrate Lab: How can you use evidence to support that a trait is inherited?, 208</p> <p>Realize™ Digital Resources: Life Cycles and Traits >Traits Influenced by the Environment>uInvestigate Lab: How can the environment affect an organism? Adaptations and Survival >Topic Close: Adaptations and Survival>uDemonstrate Lab: How well will the rabbit survive? Fossil Evidence >Topic Close: Fossil Evidence>uDemonstrate Lab: What were this organism and its environment like?</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:

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| <p>Representative Citations: TE Only: ELD Support, 6 Differentiated Instruction, 36 Differentiated Instruction, 59 ELD Support, 90 Differentiated Instruction, 134 Differentiated Instruction, 155 Differentiated Instruction, 236 Differentiated Instruction, 280</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: STEM Quest Check-In Lab: How can you control your flippers?, 40-41 Quest Findings: STEM Design a Mystery Creature, 202</p> <p>TE Only: Differentiated Instruction, 93 Possible Misconception, 219 Focus on Mastery!, 226</p> <p>Realize™ Digital Resources: Program Resources >Program Games>Literacy Interactivity: Mice, Storm Hazards, and Energy Conversions;>Math Interactivity: Treasure Hunt;>Science and Engineering Interactivity: Filtration Designs</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 fast can it move?, 7 STEM Quest Check-In Lab: How can you control your flippers?, 40-41 uInvestigate Lab: How can you keep objects in the air?, 57 STEM Quest Check-In Lab: How can magnets sort objects by weight?, 72-73 STEM Quest Check-In Lab: How can a roof be improved?, 116-117</p> <p>Realize™ Digital Resources: Motion and Forces >Patterns in Motion>uInvestigate Lab: How can you describe the motion of an object? Electricity and Magnetism >Magnetic Forces>uInvestigate Lab: How can you make a magnet? Adaptations and Survival >Survival of Individuals>uInvestigate Lab: How do sea lions stay warm in cold waters?</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 do things move?, 4 uConnect Lab: How can you move objects without touching them?, 54 uConnect Lab: How can temperature damage a house?, 88 uConnect Lab: What clues do beak shapes give about birds?, 214 uConnect Lab: What can a fossil tell you?, 256</p> <p>Realize™ Digital Resources: Climate >World Climates>uInvestigate Lab: How do mountains affect climate? Adaptations and Survival >Survival When Environments Change>uInvestigate Lab: How will sea levels affect tigers? Fossil Evidence >Living Things and Climate Change>uInvestigate Lab: How can you use evidence to infer climate change?</p> | <p>21. cultivate investigative abilities leading to logical conclusions.</p> | <p>X</p> | | | | | |
| <p>Representative Citations: TE Only: Differentiated Instruction, 134 Science Notebook, 188 ELD Support, 222 Engineering Design Process, 286</p> <p>Realize™ Digital Resources: Motion and Forces >Motion>Interactivity: Position, Motion, and Speed Electricity and Magnetism >Magnetic Forces>Interactivity: Magnetism Climate >World Climates>Interactivity: Earth’s Climates</p> | <p>22. incorporate authentic scientific vocabulary acquisition.</p> | <p>X</p> | | | | | |

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| <p>Representative Citations: SE/TE: STEM Quest Check-In Lab: How can you control your flippers?, 40-41 uConnect Lab: How can temperature damage a house?, 88 STEM Quest Check-In Lab: How can a roof be improved?, 116-117 uInvestigate Lab: How do some birds fly so far?, 225 uInvestigate Lab: How will sea levels affect tigers?, 233</p> <p>Realize™ Digital Resources: Motion and Forces >Balanced and Unbalanced Forces>uInvestigate Lab: How can you hold up an object? Weather >Water and Weather>uInvestigate Lab: How does the amount of water change over time? Climate >World Climates>uInvestigate Lab: How do mountains affect climate?</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:

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| <p>Representative Citations: SE/TE: Quest Findings: STEM Pinball Wizard!, 42 Quest Findings: STEM Weigh to Go, 76 Quest Findings: STEM Hold on to your roof!, 118 Quest Findings: Climates on Location, 160 Quest Findings: STEM Design a Mystery Creature, 202</p> <p>Realize™ Digital Resources: Motion and Forces >Balanced and Unbalanced Forces>Quest Check-In Lab: How can you control your flippers? Adaptations and Survival >Topic Close: Adaptations and Survival>Quest Findings: Help the Pond Organisms Survive Fossil Evidence >Topic Close: Fossil Evidence>Quest Findings: Written in Stone</p> | <p>24. persevere to complete a task and generate high quality work.</p> | <p>X</p> | | | | | |
| <p>Representative Citations: SE/TE: Humans and Climate Change, 147</p> <p>Realize™ Digital Resources: Climate >Climate Change>Video: Climate Change;>Interactivity: Climate Changes</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 control your flippers?, 40-41 uInvestigate Lab: How can you keep objects in the air?, 57 STEM Quest Check-In Lab: How can magnets sort objects by weight?, 72-73 STEM Quest Check-In Lab: How can a roof be improved?, 116-117 uDemonstrate Lab: How well will the rabbit survive?, 250-251</p> <p>Realize™ Digital Resources: Motion and Forces >Patterns in Motion>uInvestigate Lab: How can you describe the motion of an object? Electricity and Magnetism >Magnetic Forces>uInvestigate Lab: How can you make a magnet? Adaptations and Survival >Survival of Individuals>uInvestigate Lab: How do sea lions stay warm in cold waters?</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 does the amount of water change over time?, 91 uConnect Lab: How does temperature change on a mountain?, 130 uInvestigate Lab: What do tree rings show?, 143 uConnect Lab: Which seeds are from which plant?, 172 uInvestigate Lab: How are life cycles similar and different?, 175</p> <p>Realize™ Digital Resources: Motion and Forces >Topic Launch: Motion and Forces>uConnect Lab: How do things move? Life Cycles and Traits >Topic Close: Life Cycles and Traits>uDemonstrate Lab: How can you use evidence to support that a trait is inherited? Adaptations and Survival >Survival When Environments Change>uInvestigate Lab: How will sea levels affect tigers?</p> | <p>27. investigate the natural world and universe.</p> | <p>X</p> | | | | | |
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| <p>Representative Citations: SE/TE: Quest Findings: STEM Weigh to Go, 76 Quest Findings: STEM Help the Pond Organisms Survive, 244 Quest Findings: Written in Stone, 286</p> <p>TE Only: Differentiated Instruction, 59 Differentiated Instruction, 104</p> <p>Realize™ Digital Resources: Climate >Climates>uInvestigate Lab: How does the sun’s radiation vary on Earth’s surface? >Topic Close: Climate>Quest Findings: Climates on Location;>uDemonstrate Lab: What affects the climate in a region?</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: SE/TE: STEM Connection, 142 Visual Literacy Connection: What is the greenhouse effect?, 144-145 Humans and Climate Change, 147 Lesson 2 Check, 147 Quest Check-In Lab: How do changing glaciers show climate change?, 148-149</p> <p>Realize™ Digital Resources: Climate >Climate Change>Video: Climate Change;>Interactivity: Climate Changes;>uEngineer It! Interactivity: Climate Change and Your Garden</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: STEM uInvestigate Lab: How can you hold up an object?, 35 STEM uDemonstrate Lab: Why do objects move?, 48-49 STEM Quest Check-In Lab: How can magnets sort objects by weight?, 72-73 uInvestigate Lab: How does the sun’s radiation vary on Earth’s surface?, 133 uInvestigate Lab: How can the environment affect an organism?, 195-196</p> <p>Realize™ Digital Resources: Weather >Water and Weather>uInvestigate Lab: How does the amount of water change over time? Adaptations and Survival >Survival of Groups>uInvestigate Lab: How do some birds fly so far? >Survival When Environments Change>uInvestigate Lab: How will sea levels affect tigers?</p> | <p>30. use laboratory equipment properly.</p> | <p>X</p> | | | | | |
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Assessment

The instructional resources provide:

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| <p>Representative Citations: SE/TE: Lesson 1 Check, 12 Topic 1 Assessment, 44-45 Topic 1 Evidence-Based Assessment, 46-47 STEM uDemonstrate Lab: Why do objects move?, 48-49 Lesson 3 Check, 158</p> <p>Realize™ Digital Resources: Life Cycles and Traits >Life Cycles>Quiz: Life Cycles >Inherited Traits>Quiz: Inherited Traits >Topic Close: Life Cycles and Traits>Test: Life Cycles and Traits</p> | <p>31. ongoing diagnostic formative and summative assessments.</p> | <p>X</p> | | | | | |
| <p>Representative Citations: SE/TE: Lesson 1 Check, 63 Topic 2 Assessment, 78-79 Topic 2 Evidence-Based Assessment, 80-81 STEM uDemonstrate Lab: How can you use a force?, 82-83 Topic 6 Evidence-Based Assessment, 248-249</p> <p>Realize™ Digital Resources: Fossil Evidence >Living Things and Climate Change>Quiz: Living Things and Climate Change >Topic Close: Fossil Evidence>Test: Fossil Evidence;>uDemonstrate Lab: What were this organism and its environment like?</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, 49 Assessment Rubric, 83 Assessment Rubric, 209 Assessment Rubric, 251 Assessment Rubric, 293</p> <p>Realize™ Digital Resources: Electricity and Magnetism >Topic Launch: Electricity and Magnetism>Quest Rubric: Weigh to GO! Life Cycles and Traits >Topic Launch: Life Cycles and Traits>Quest Rubric: Design a Mystery Creature Fossil Evidence >Topic Launch: Fossil Evidence>Quest Rubric: Written in Stone</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: STEM Pinball Wizard!, 2-3 Quest Findings: STEM Pinball Wizard!, 42</p> <p>Realize™ Digital Resources: Motion and Forces >Topic Launch: Motion and Forces>uConnect Lab: How do things move? >Forces and Motion>uInvestigate Lab: What makes it move? >Balanced and Unbalanced Forces>Quest Check-In Lab: How can you control your flippers?</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 Connection, 90 STEM Connection, 100 STEM Connection, 142 STEM Connection, 184 STEM Connection, 232</p> <p>Realize™ Digital Resources: Motion and Forces >Balanced and Unbalanced Forces>Interactivity: Motion and Forces Electricity and Magnetism >Magnetic Forces>Interactivity: Magnetism Life Cycles and Traits >Life Cycles>Interactivity: Compare Life Cycles</p> | <p>35. connect common themes across multiple science disciplines.</p> | <p>X</p> | | | | | |
| <p>Representative Citations: SE/TE: Sports Connection, 16 Curriculum Connection, 34 Curriculum Connection, 66 Sports Connection, 132 Sports Connection, 278</p> <p>Realize™ Digital Resources: Motion and Forces >Topic Launch: Motion and Forces>Quest Kickoff: Pinball Wizard! Climate >Topic Launch: Climate>Quest Kickoff: Climates on Location Life Cycles and Traits >Topic Launch: Life Cycles and Traits>Quest Kickoff: Design a Mystery Creature</p> | <p>36. integrate cross-curricular connections.</p> | <p>X</p> | | | | | |

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| <p>Representative Citations: TE Only: Differentiated Instruction, 18 21st Century Skills, 22 Differentiated Instruction, 59 Content Refresher, 68 Content Refresher, 92 Differentiated Instruction, 134 21st Century Skills, 227 Possible Misconception, 281</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 3

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 3 - 5 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 3 - 5.

| College- and Career-Readiness Indicators for Science | |
|--|--|
| Grades 3 - 5 | |
| 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 | <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 |

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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: Forces and Interactions | | | | | | | | | | |
| SE/TE: STEM Quest Kickoff: Pinball Wizard!, 2-3 uInvestigate Lab: What makes it move?, 25 uInvestigate Lab: How can you hold up an object?, 35 STEM Quest Check-In Lab: How can you control your flippers?, 40-41 STEM Quest Findings: Pinball Wizard!, 42 STEM uDemonstrate Lab: Why do objects move?, 48-49 Realize™ Digital Resources: Motion and Forces >Topic Launch>Quest Kickoff>Video: Pinball Wizard >Topic Close>Quest Findings>Interactivity: Pinball Wizard | 1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. | | | | X | | | | | |

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| <p>SE/TE: Quest Kickoff: Pinball Wizard!, 2-3 uConnect Lab: How do things move?, 4 uInvestigate Lab: How fast can it move?, 7 uInvestigate Lab: How can you describe the motion of an object?, 17 Patterns of Motion, 18 Visual Literacy Connection: How high can it fly?, 20-21 Quest Findings: Pinball Wizard, 42</p> <p>Realize™ Digital Resources: Motion and Forces >Topic Launch>Quest Kickoff>Video: Pinball Wizard >Topic Close>Quest Findings>Interactivity: Pinball Wizard</p> | <p>2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</p> | <p>X</p> | | | | | |
| <p>SE/TE: uConnect Lab: How can you move objects without touching them?, 54 uInvestigate Lab: How can you keep objects in the air?, 57 uInvestigate Lab: How can you make a magnet?, 67 STEM Quest Check-In Lab: How can magnets sort objects by weight?, 72-73 uEngineer It!: Moving Along, 74-75</p> <p>Realize™ Digital Resources: Electricity and Magnetism >Lesson 2, Magnetic Forces>Virtual Lab: Make It Move!</p> | <p>3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.</p> | <p>X</p> | | | | | |

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|--|--|----------|--|----------|--|--|--|--|
| <p>SE/TE: STEM Quest Kickoff: Weigh to Go, 52-53 Visual Literacy: How do people use electromagnets?, 68-69 STEM Quest Check-In Lab: How can magnets sort objects by weight?, 72-73 uEngineer It!: Moving Along, 74-75 uDemonstrate Lab: How can you use a force?, 82-83</p> <p>Realize™ Digital Resources: Electricity and Magnetism >Topic Launch>Quest Kickoff>Video: Weigh to Go >Lesson 2, Magnetic Forces>Video: Magnetic Forces;>Interactivity: Magnetism;>Virtual Lab: Make It Move!;>uEngineer It!>Interactivity: Magnetic Machines >Topic Close>Quest Findings>Interactivity: Weigh to Go</p> | <p>4. Define a simple design problem that can be solved by applying scientific ideas about magnets.*</p> | <p>X</p> | | | | | | |
| <p>For supporting content, please see: SE/TE: Visual Literacy Connection: What are noncontact forces?, 28 Visual Literacy Connection: How can you move an object? 36 Net Force, 38 Evidence-Based Assessment, 46–47</p> <p>Realize™ Digital Resources: Motion and Forces >Lesson 2, Patterns in Motions>Interactivity: Patterns in the Motion of Rides >Lesson 3, Forces and Motion>Video: Forces and Motion;>Interactivity: A Force and Motion Adventure >Lesson 4, Balanced and Unbalanced Forces>Interactivity: Motion</p> | <p>5. Support an argument that the gravitational force exerted by Earth on objects is directed toward the center of the Earth.</p> | | | <p>X</p> | | | | |

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| Life Science: Interdependent Relationships in Ecosystems | | | | | | |
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| <p>SE/TE: ulnvestigate Lab: How do some birds fly so far?, 225 Visual Literacy Connection: Why do animals form groups?, 226-227</p> <p>Realize™ Digital Resources: Adaptations and Survival >Lesson 2, Survival of Groups>Interactivity: Animal Groups: Adaptation and Survival</p> | <p>6. Construct an argument that some animals form groups that help members survive.</p> | <p>X</p> | | | | |
| <p>SE/TE: Quest Check-In Lab: How are living things suited to their habitats?, 222-223 ulnvestigate Lab: How can you use evidence to infer climate change?, 279 Lesson 3 Check, 283 Quest Check-In Lab: Where did those fossils come from?, 284-285 uDemonstrate Lab: What were this organism and its environment like?, 292-293</p> <p>Realize™ Digital Resources: Adaptations and Survival >Lesson 2, Survival of Groups>Interactivity: Animal Groups: Adaptation and Survival</p> | <p>7. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.</p> | <p>X</p> | | | | |

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| <p>SE/TE: STEM Quest Kickoff: Help the Pond Organism Survive, 212-213 Quest Check-In Lab: How are living things suited for their habitats?, 222-223 uInvestigate Lab: How will sea levels affect tigers?, 233 STEM Quest Findings: Help the Pond Organisms Survive, 244 uDemonstrate Lab: How well will the rabbit survive?, 250-251</p> <p>Realize™ Digital Resources: Adaptation and Survival >Topic Launch>Quest Kickoff>Video: Help the Pond Organism Survive >Topic Close> Quest Findings>Interactivity: Help the Pond Organism Survive</p> | <p>8. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.*</p> | <p>X</p> | | | | | |
| <p>Life Science: Inheritance and Variation of Traits: Life Cycle and Traits</p> | | | | | | | |
| <p>SE/TE: uInvestigate Lab: How are life cycles similar and different?, 175 Visual Literacy: How are life cycles the same?, 180-181 Quest Check-In Lab: Which animals can live here?, 183 Topic Assessment, 204</p> <p>Realize™ Digital Resources: Life Cycles and Traits >Lesson 1, Life Cycles>Interactivity: Compare Life Cycles</p> | <p>9. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.</p> | <p>X</p> | | | | | |

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| <p>SE/TE: STEM Quest Kickoff: Design a Mystery Creature, 170-171 u Connect Lab: Which seeds are from which plant?, 172 uInvestigate Lab: How do offspring compare to their parents?, 185 Traits of Parents and Offspring, 187 Traits in Similar Plants, 188 Traits in Similar Animals, 189 Quest Check-In: Hide Me, 190 STEM Quest Findings: Design a Mystery Creature, 202 Evidence-Based Assessment, 207 uDemonstrate Lab: How can you use evidence to support that a trait is inherited?, 208-209</p> <p>Realize™ Digital Resources: Life Cycles and Traits >Topic Launch>Quest Kickoff: Design a Mystery Creature >Lesson 2, Inherited Traits>Video: Inherited Traits;>Interactivity: From Parents to Offspring;>Virtual Lab: What will it look like? >Topic Close>Quest Findings>Interactivity: Design a Mystery Creature</p> | <p>10. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.</p> | <p>X</p> | | | | | |
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| <p>SE/TE: uInvestigate Lab: How can the environment affect an organism?, 195 Visual Literacy: How can environmental factors affect organisms?, 198-199 STEM Quest Findings: Design a Mystery Creature, 202 TE only: Focus on Mastery!: Constructing Explanations, 200</p> <p>Realize™ Digital Resources: Life Cycles and Traits >Topic Launch>Quest Kickoff: Design a Mystery Creature >Lesson 3, Traits Influenced by the Environment>Video: Traits Influenced by the Environment;>Interactivity: Investigating Growth >Topic Close>Quest Findings>Interactivity: Design a Mystery Creature</p> | <p>11. Use evidence to support the explanation that traits can be influenced by the environment.</p> | <p>X</p> | | | | | | |
| <p>SE/TE: uConnect Lab: What clues do beak shapes give about birds?, 214 uInvestigate Lab: How do sea lions stay warm in cold waters?, 217 Visual Literacy: How do living things adapt to survive?, 218-219 Differences Can Help Living Things, 221 Evidence-Based Assessment, 248-249</p> | <p>12. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.</p> | <p>X</p> | | | | | | |

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| Earth and Space Science: Weather and Climate | | | | | | |
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| <p>SE/TE: uConnect Lab: How can temperature damage a house?, 88 uInvestigate Lab: How does the amount of water change over time?, 91 Quest Check-In: Rainy Weather is Coming, 97 uEngineer It!: Wild Weather, 98-99 uInvestigate Lab: When is the air dry?, 101 Weather Graphs, 103 Quest Check-In: A Roof for All Seasons, 108 Topic Assessment, 120-121 Evidence-Based Assessment, 122-123 uDemonstrate Lab: What can barometric pressure tell you?, 124-125 Quest Check-In: Moody Weather, 140 STEM Math Connection: Draw and Analyze Graphs, 141</p> | <p>13. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</p> | <p>X</p> | | | | |
| <p>SE/TE: Quest Kickoff: Climates on Location, 128-129 uConnect Lab: How does temperature change on a mountain?, 130 uInvestigate Lab: How does the sun's radiation vary on Earth's surface?, 133 Quest Check-In: Moody Weather, 140 uInvestigate Lab: What do tree rings show?, 143 Quest Check-In Lab: How do changing glaciers show climate change?, 148-149 uEngineer It!: Climate Change in a Bottle, 150-151 uInvestigate Lab: How do mountains affect climate?, 153 Quest Check-In: Explore the World, 159 Quest Findings: Climates on Location, 160 uDemonstrate Lab: What affects the climate in a region?, 166-167</p> | <p>14. Obtain and combine information to describe climates in different regions of the world.</p> | <p>X</p> | | | | |

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| <p>SE/TE: Quest Check-In: Rainy Weather is Coming, 97 uEngineer it!: Wild Weather, 98-99 STEM Investigate Lab: How can you stop a flood?, 111 Plan it!: Reduce the Impact, 113 Lesson 3 Check, 115 STEM Quest Check-In Lab: How can a roof be improved?, 116-117 Quest Findings: Hold on to Your Roof!, 118</p> | <p>15. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.*</p> | <p>X</p> | | | | | | | |
| Engineering, Technology, and Applications of Science | | | | | | | | | |
| <p>SE/TE: STEM Quest Kickoff: Pinball Wizard, 2–3 STEM Quest Kickoff: Weigh to Go, 52–53 STEM Quest Check-In Lab: How can magnets sort objects by weight?, 72–73 STEM Quest Kickoff: Hold on to your Roof!, 86–87 uEngineer It! Define STEM: Wild Weather! STEM Quest Kickoff: Design Mystery Creature, 170–171 uEngineer It! Define STEM: A Fruitful Change, 192–193 STEM Quest Kickoff: Help the Pond Organisms Survive, 212–213 Engineering Practices: Defining Problems, EM10</p> | <p>16. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> | <p>X</p> | | | | | | | |

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| <p>SE/TE: Quest Check-In: Launch Your Pinball!, 32 STEM ulnvestigate Lab: How can you hold up an object?, 35 STEM Quest Check-In Lab: How can you control your flippers?, 40–41 STEM Quest Findings: Pinball Wizard!, 42 STEM ulnvestigate Lab: How can you make a magnet?, 67 STEM Quest Check-In Lab: How can magnets sort objects by weight?, 72–73 uEngineer It! Build STEM: Moving Along, 74–75 STEM Quest Findings: Weigh to Go, 76 Quest Check-In: Rainy Weather Is Coming, 97 STEM ulnvestigate Lab: How can you stop a flood?, 111 STEM Quest Check-In Lab: How can a roof be improved?, 116–117 STEM Quest Findings: Design a Mystery Creature, 202 uEngineer It! Design STEM: Have Your Fun, and Be Considerate Too!, 242–243 uEngineer It! Model STEM: Rebuilding Dinosaurs, 276–277 Engineering Practices: Designing Solutions, EM11; Using Models and Prototypes, EM12</p> <p>Realize™ Digital Resources: Motion and Forces >Lesson 1, Motion> uEngineer It! Interactivity: Buckle Up! Adaptations and Survival >Lesson 3, Survival When Environments Change>uEngineer It! Video: Have your fun, and be considerate too!</p> | <p>17. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> | <p>X</p> | | | | | |
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| <p>SE/TE: uEngineer It! Build STEM: Riding Above the Lake, 14–15 STEM uInvestigate Lab: How can you hold up an object?, 35 STEM Quest Check-In Lab: How can you control your flippers?, 40–41 STEM Quest Check-In Lab: How can magnets sort objects by weight?, 72–73 uEngineer It! Build STEM: Moving Along, 74–75 STEM uInvestigate Lab: How can you stop a flood?, 111 STEM Quest Check-In Lab: How can a roof be improved?, 116–117 STEM Quest Findings: Hold on to your roof!, 118 STEM Quest findings: Help the Pond Organisms Survive, 244 Engineering Practices: Optimizing Solutions, EM13</p> <p>Realize™ Digital Resources: Electricity and Magnetism >Lesson 2, Magnetic Forces>uEngineer It! Interactivity: Magnetic Machines</p> | <p>18. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p> | <p>X</p> | | | | | |
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