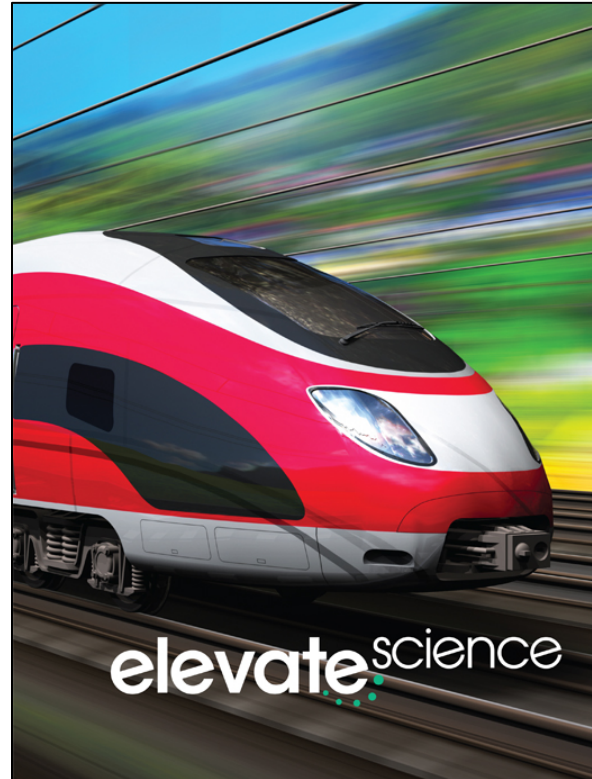


A Correlation of
elevateScience™
Grade 4



To
West Virginia
Course 6004 – Grade 4 Evaluation Criteria

PUBLISHER:	Savvas Learning Co., formerly Pearson K-12 Learning		
SUBJECT:	Science	SPECIFIC GRADE:	4
COURSE:	6004 – Science, Grade 4	TITLE	elevateScience™ Grade 4
COPYRIGHT:	©2019		
SE ISBN:	9780328989331	TE ISBN:	9780328949205
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 4

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, 33, 52, 90, 93, 102, 106, 119, 143, 152, 204, 235, 244, 248, 278, 327, 336, 358, 377.
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 <i>elevateScience</i> ™ 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, 102, 152, 204, 244, 278, 336.
X		3. FORMAT The instructional resource includes an interactive electronic/digital component for students.	Yes, the instructional resources of the Savvas <i>elevateScience</i> ™ 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>	Yes, 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, 22-23, 54, 107, 114-115, 117, 232-233, 206, 216-217, 219, 227, 246.
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 on pages 25, 57, 107, 117, 227, 240, 290, 293.

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GENERAL EVALUATION CRITERIA

**2022 -2028
Group IV – Science**

Grade 4

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 (WCCRS) 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: How does starting height affect an object’s energy?, 7 uInvestigate Lab: What patterns can waves make? uInvestigate Lab: Where are major landforms?, 167 uDemonstrate Lab: How can you identify minerals?, 200-201 uDemonstrate Lab: How do your sensory organs gather information?, 382-383	1. provides opportunities for student collaboration.				X						

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

<p>Continued:</p> <p>Realize™ Digital Resources: Human Uses of Energy >Renewable Energy Sources>Quest Check-In Lab: How can the sun make a motor work?</p> <p>Structures and Functions >External Structures and Functions of Plants>Investigate Lab: How are leaf coverings different?</p> <p>Human Body Systems >Circulatory and Respiratory Systems>Investigate Lab: How can you model how you breathe?</p>								
<p>Representative Citations:</p> <p>SE/TE: Quest Kickoff: Energy Changes in Collisions, 2-3 Quest Kickoff: STEM Be a Message Master!, 102-103 Quest Kickoff: Protect the City! Hazard Incoming!, 204-205 Quest Kickoff: Let Plants and Animals Inspire You!, 278-279 Quest Kickoff: Make a Human Body Road Map, 336-337</p> <p>Realize™ Digital Resources: Human Uses of Energy >Topic Launch: Human Uses of Energy>Quest Kickoff: Power from the People</p> <p>Earth's Features >Topic Launch: Earth's Features>Quest Kickoff: Does X Mark the Spot? That's Up to You!</p>	<p>2. requires students to investigate and discover multiple solutions through inquiry.</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: SE/TE: STEM ulnvestigate Lab: How can a potato provide energy to a light bulb?, 57 STEM Quest Check-In Lab: How can you use a battery to produce motion?, 72 STEM ulnvestigate Lab: How does a windmill capture wind energy?, 75 STEM Quest Check-In Lab: How can the sun make a motor work?, 80 STEM Quest Check-In Lab: How can you send a message with light?, 132-133</p> <p>Realize™ Digital Resources: Waves and Information >Properties of Waves>uEngineer It! Interactivity: Code Breakers >Waves and the Electromagnetic Spectrum>ulnvestigate Lab: How is light reflected? Structures and Functions >Plant and Animal Responses to the Environment>uEngineer It! Video: Eye see you!</p>	<p>3. includes options for using technology tools to gather information, make informed decisions, and justify solutions.</p>	<p>X</p>					
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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 ulInvestigate Lab: How do we find oil?, 65 uConnect Lab: How can you reduce the impact of rapidly sliding soil?, 206-207 ulInvestigate Lab: How does snow sliding quickly down a mountain impact people?, 219 STEM ulInvestigate Lab: Where should you build an earthquake-safe structure?, 227 STEM uDemonstrate Lab: How can homes be designed to be more earthquake resistant?, 240-241</p> <p>Realize™ Digital Resources: Human Uses of Energy >Environmental Impacts of Energy Use>ulInvestigate Lab: Why is oil cleanup so hard?;>Interactivity: Human Activity and the Environment Earth's Natural Hazards >Impacts of Natural Hazards>Quest Check-In Lab: How can you reduce hazard damage?</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: How do we find oil?, 65 uDemonstrate Lab: How can energy resource usage change?, 98-99 uConnect Lab: How can rain affect land?, 154-155 STEM Quest Check-In Lab: How does water affect landforms?, 192-193 Solve it with Science: Where is the greatest earthquake risk?, 225</p> <p>Realize™ Digital Resources: Energy and Motion >Electric Circuits>Quest Check-In Lab: How can an electric circuit help prevent collisions? Earth's Natural Hazards >Weather Hazards>Interactivity: Catastrophic Weather Events The History of Planet Earth >Evidence of Change from Fossils and Rock Formations>Virtual Lab: Layers of Time</p>	<p>5. offers activities to connect multiple scientific phenomena to real-world events.</p>	<p>X</p>					
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Information and Communication Skills

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

<p>Representative Citations: TE Only: 21st Century Skills, 298</p>	<p>6. interact with secure external multimedia resources for local and global collaboration.</p>		X				
<p>Representative Citations: TE Only: Differentiated Instruction, 61 Differentiated Instruction, 70 21st Century Skills, 113 21st Century Skills, 131 Differentiated Instruction, 177 21st Century Skills, 213 21st Century Skills, 262 21st Century Skills, 347</p>	<p>7. develop conceptual understanding and research skills.</p>	X					
<p>Representative Citations: SE/TE: Quest Findings: STEM Energy Changes in Collisions, 42 Quest Findings: Does X Mark the Spot? That's Up to You!, 194 Quest Findings: STEM Let Plants and Animals Inspire You!, 326 Quest Findings: Make a Human Body Road Map, 376</p> <p>Realize™ Digital Resources: Waves and Information >Topic Close: Waves and Information>Quest Findings: Be a Message Master! Earth's Natural Hazards >Topic Close: Earth's Natural Hazards>Quest Findings: Protect the City! Hazard Incoming!</p>	<p>8. articulate thoughts and ideas through oral, written, and multimedia communications.</p>	X					

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: Visual Literacy Connection: How does energy affect particles of matter?, 10-11 uConnect Lab: How are energy resources used?, 54 Visual Literacy Connection: How do rocks change?, 178-179 Visual Literacy Connection: What are some functions of internal leaf structures?, 286-287 Visual Literacy Connection: How do we skate on ice?, 354-355</p> <p>Realize™ Digital Resources: Energy and Motion >Topic Close: Energy and Motion>uDemonstrate Lab; What affects energy transfer? Earth's Features >Patterns of Earth's Features>uInvestigate Lab: Where are major landforms? The History of Planet Earth >Topic Launch: The History of Planet Earth>uConnect Lab: Where are fossils found in rock layers?</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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SE = Student Edition; TE = Teacher Edition; Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

Personal and Workplace Productivity Skills

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

<p>Representative Citations: SE/TE: STEM Quest Check-In Lab: How can an electric circuit help prevent collisions?, 40-41 STEM Quest Check-In Lab: How can you send a message with light?, 132-133 STEM Quest Check-In Lab: How can you make a model of a landform?, 182-183</p> <p>TE Only: 21st Century Skills, 131 21st Century Skills, 137</p> <p>Realize™ Digital Resources: Structures and Functions >External Structures and Functions of Animals>Investigate Lab: How can you design a protective insect shell? Human Body Systems >Circulatory and Respiratory Systems>Investigate Lab: How can you model how you breathe? >Topic Close: Human Body Systems>Demonstrate Lab: How do your sensory organs gather information?</p>	<p>10. use interpersonal skills to work cooperatively to accomplish a task.</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: <ulinvestigate 7<br="" affect="" an="" does="" energy?,="" height="" how="" lab:="" object's="" starting=""></ulinvestigate> STEM ulInvestigate Lab: How do we find oil?, 65 ulInvestigate Lab: How does a wave carry energy?, 107 ulInvestigate Lab: How can a rock wear away?, 185 ulInvestigate Lab: How can a large wave affect land?, 209</p> <p>Realize™ Digital Resources: The History of Planet Earth >Evidence of Change from Fossils and Rock Formations>ulInvestigate Lab: How can rock layers show change? Structures and Functions >Internal Structures and Functions of Plants>ulInvestigate Lab: What parts are inside a flower? Human Body Systems >Skeleton, Muscles, and Skin>ulInvestigate Lab: How can you test the strength of a bone?</p>	<p>11. develop and initiate a plan of action to complete a task or project.</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: Quest Kickoff: Energy Changes in Collisions, 2-3 Quest Kickoff: STEM Be a Message Master!, 102-103 Quest Kickoff: Protect the City! Hazard Incoming!, 204-205 Quest Kickoff: Let Plants and Animals Inspire You!, 278-279 Quest Kickoff: Make a Human Body Road Map, 336-337</p> <p>Realize™ Digital Resources: Human Uses of Energy >Topic Launch: Human Uses of Energy>Quest Kickoff: Power from the People Earth's Features >Topic Launch: Earth's Features>Quest Kickoff: Does X Mark the Spot? That's Up to You! The History of Planet Earth >Topic Launch: The History of Planet Earth>Quest Kickoff: Dig for the Truth</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 Quest Check-In Lab: How can the sun make a motor work?, 80 uDemonstrate Lab: How can energy resource usage change?, 98-99 STEM Quest Check-In Lab: How can you send a message with light?, 132-133 STEM uDemonstrate Lab: How can homes be designed to be more earthquake resistant?, 240-241 uDemonstrate Lab: How do earthworms respond to stimuli?, 332-333</p> <p>Realize™ Digital Resources: Waves and Information >Topic Close: Waves and Information>Quest Findings: Be a Message Master! Structures and Functions >Topic Close: Structures and Functions>Quest Findings: Let Plants and Animals Inspire You! Human Body Systems >Topic Close: Human Body Systems>Quest Findings: Make a Human Body Road Map</p>	<p>13. reflect upon and evaluate the results of a task or project.</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: uConnect Lab: How can you compare the energy of objects?, 4 STEM Quest Check-In Lab: How can you use a battery to produce motion?, 72-73 uDemonstrate Lab: How can you model a light or sound wave?, 148-149 uInvestigate Lab: What patterns do fossils follow?, 249 uInvestigate Lab: How can you compare the stomachs of cows and dogs?, 301</p> <p>Realize™ Digital Resources: Earth's Features >Topic Close: Earth's Features>uDemonstrate Lab: How can you identify minerals? Earth's Natural Hazards >Weather Hazards>uInvestigate Lab: How does snow sliding quickly down a mountain impact people? Human Body Systems >Digestive, Reproductive, and Other Systems>uInvestigate Lab: How are intestines arranged inside your body?</p>	<p>14. assume various roles and responsibilities when working independently or as a group.</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: Career Connection: Vehicle Safety Engineer, 43 Career Connection: Electrical Engineer, 93 Career Connection: Intelligence Analyst, 143 Career Connection: Geologist, 195 Career Connection: Volcanologist, 235 Career Connection: Museum Fact Checker, 269 Career Connection: Nature Photographer, 327 Career Connection: Medical Imaging Technician, 377</p>	<p>15. explore science-related careers.</p>	<p>X</p>						
<p>Representative Citations: TE Only: 21st Century Skills, 113 21st Century Skills, 131 Differentiated Instruction, 177 21st Century Skills, 213 21st Century Skills, 253 21st Century Skills, 262 Differentiated Instruction, 264 21st Century Skills, 347</p>	<p>16. conduct research, validate sources, and report findings ethically.</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: SE/TE: uDemonstrate Lab: How can energy resource usage change?, 98-99 uDemonstrate Lab: How can you model a light or sound wave?, 148-149 STEM uDemonstrate Lab: How can homes be designed to be more earthquake resistant?, 240-241 uDemonstrate Lab: How can you correlate rock layers?, 274-275 uDemonstrate Lab: How do earthworms respond to stimuli?, 332-333</p> <p>Realize™ Digital Resources: Energy and Motion >Topic Close: Energy and Motion>uDemonstrate Lab: What affects energy transfer? Earth's Features >Topic Close: Earth's Features>uDemonstrate Lab: How can you identify minerals? Human Body Systems >Topic Close: Human Body Systems>uDemonstrate Lab: How do your sensory organs gather information?</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, 16 Differentiated Instruction, 79 Differentiated Instruction, 126 ELD Support, 176 Differentiated Instruction, 211 Differentiated Instruction, 249 Differentiated Instruction, 304 Differentiated Instruction, 352</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: uConnect Lab: Which body parts work together to do a task?, 338 ulnvestigate Lab: Which parts of the body are more sensitive?, 359</p> <p>TE Only: 21st Century Skills, 159 21st Century Skills, 298 Differentiated Instruction, 352</p> <p>Realize™ Digital Resources: Program Resources >Program Games>Literacy Interactivity: Aquarium Sharks;>Science Concept Interactivity: Understanding Energy;>Science and Engineering Interactivity: Discovering Atlantis</p>	<p>19. provide multiple opportunities for incorporating various learning modalities.</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: SE/TE: STEM Quest Check-In Lab: How does modeling help you understand a collision?, 22-23 STEM uInvestigate Lab: How can a potato provide energy to a light bulb?, 57 STEM uDemonstrate Lab: How can homes be designed to be more earthquake resistant?, 240-241 uInvestigate Lab: How can rock layers show change?, 259 uInvestigate Lab: How can you locate an object using only sound?, 317</p> <p>Realize™ Digital Resources: Waves and Information >Patterns of Waves>Quest Check-In Lab: How can you send a message with sound? Earth's Features >Topic Launch: Earth's Features>uConnect Lab: How can rain affect land? Human Body Systems >Nervous System>uInvestigate Lab: Which parts of the body are more sensitive?</p>	<p>20. provide multiple opportunities to engage in hands-on activities.</p>	<p>X</p>					
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<p>Representative Citations: SE/TE: uConnect Lab: How can rain affect land?, 154 uDemonstrate Lab: How can you correlate rock layers?, 274-275 uConnect Lab: How do your eyes respond to differences in lighting?, 280 uDemonstrate Lab: How do earthworms respond to stimuli?, 332-333 uDemonstrate Lab: How do your sensory organs gather information?, 382-383</p> <p>Realize™ Digital Resources: Earth's Features >Maps and Data>uInvestigate Lab: How do tools help us? Earth's Natural Hazards >Tectonic Hazards>uInvestigate Lab: How can a large wave affect land? The History of Planet Earth >Patterns in Fossils and Rock Formations>uInvestigate Lab: What patterns of fossils follow?</p>	<p>21. cultivate investigative abilities leading to logical conclusions.</p>	<p>X</p>					
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<p>Representative Citations: SE/TE: Visual Literacy Connection: How does a wave move?, 110-111</p> <p>TE Only: Differentiated Instruction, 20 Differentiated Instruction, 76 Differentiated Instruction, 130 Differentiated Instruction, 168</p> <p>Realize™ Digital Resources: Energy and Motion >Electric Circuits>Interactivity: Making an Electric Circuit Earth's Features >Patterns of Earth's Features>Interactivity: The Shape of the Land Structures and Functions >Internal Structures and Functions of Plants>Interactivity: The Structure of Flowers</p>	<p>22. incorporate authentic scientific vocabulary acquisition.</p>	<p>X</p>					
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<p>Representative Citations: SE/TE: uInvestigate Lab: How is light reflected?, 125 STEM uInvestigate Lab: Where should you build an earthquake-safe structure?, 227 uInvestigate Lab: How can rock layers show change?, 259 uDemonstrate Lab: How do earthworms respond to stimuli?, 332-333 uInvestigate Lab: How can you test the strength of a bone?, 351</p> <p>Realize™ Digital Resources: Energy and Motion >Energy Transfer>uInvestigate Lab: How does heat move? Human Uses of Energy >Energy Conversions>uInvestigate Lab: How can a potato provide energy to a light bulb? Earth's Features >Weathering and Erosion>uInvestigate Lab: How can a rock wear away?</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: Quest Findings: Energy Changes in Collisions!, 42 Quest Findings: Does X Mark the Spot? That’s Up to You!, 194 Quest Findings: Protect the City! Hazard Incoming!, 234 Quest Findings: Dig for the Truth!, 268 Quest Findings: STEM Let Plants and Animals Inspire You!, 326</p> <p>Realize™ Digital Resources: Human Uses of Energy >Topic Close: Human Uses of Energy>Quest Findings: Power from the People Waves and Information >Topic Close: Waves and Information>Quest Findings: Be a Message Master! Human Body Systems >Topic Close: Human Body Systems>Quest Findings: Make a Human Body Road Map</p>	<p>24. persevere to complete a task and generate high quality work.</p>	<p>X</p>					
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<p>Representative Citations: TE Only: 21st Century Skills, 71 Connection Concepts: Toolbox, 78 Engineering Design Process, 82</p>	<p>25. be exposed to and be respectful of varying viewpoints.</p>	<p>X</p>					
<p>Representative Citations: SE/TE: STEM Quest Check-In Lab: How can an electric circuit help prevent collisions?, 40-41 uInvestigate Lab: How does a wave carry energy?, 107 uDemonstrate Lab: How can you identify minerals?, 200-201 uInvestigate Lab: How can rock layers show change?, 259 uDemonstrate Lab: How do your sensory organs gather information?, 382-383</p> <p>Realize™ Digital Resources: Human Uses of Energy >Renewable Energy Resources>Quest Check-In Lab: How can the sun make a motor work? Earth's Natural Hazards >Tectonic Hazards>uInvestigate Lab: How can a large wave affect land? Structures and Functions >Plant and Animal Responses to the Environment>uInvestigate Lab: How can you locate an object using only sound?</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: ulnvestigate Lab: How does starting height affect an object's energy?, 7 STEM ulnvestigate Lab: How do we find oil?, 65 ulnvestigate Lab: What patterns do fossils follow?, 249 ulnvestigate Lab: How can you compare the stomachs of cows and dogs?, 301 uConnect Lab: Which body parts work together to do a task?, 338</p> <p>Realize™ Digital Resources: Waves and Information >Patterns of Waves>ulnvestigate Lab: What patterns can waves make? Earth's Features >Weathering and Erosion>ulnvestigate Lab: How can a rock wear away? Earth's Natural Hazards >Tectonic Hazards>ulnvestigate Lab: How can a large wave affect land?</p>	<p>27. investigate the natural world and universe.</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: Quest Findings: Energy Changes in Collisions, 42 Quest Findings: Does X Mark the Spot? That's Up to You!, 194 Quest Findings: Protect the City! Hazard Incoming!, 234 Quest Findings: Dig for the Truth, 268</p> <p>TE Only: Connection Concepts: Toolbox, 78 Differentiated Instruction, 79 Engineering Design Process, 82</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: uInvestigate Lab: Why is oil cleanup so hard?, 85 uDemonstrate Lab: How can energy resource usage change?, 98-99 Quest Kickoff: Protect the City! Hazard Incoming!, 204 Solve it with Science: Where is the greatest earthquake risk?, 225</p> <p>Realize™ Digital Resources: Human Uses of Energy >Environmental Impacts of Energy Use>Video: Environmental Impacts of Using Energy;>Interactivity: Human Activity and the Environment Earth's Natural Hazards >Weather Hazards>Interactivity: Catastrophic Weather Events</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: uConnect Lab: How can you compare the energy of objects?, 4 Investigate Lab: How does starting height affect an object's energy?, 7 STEM Quest Check-In Lab: How can you send a message with light?, 132-133 uConnect Lab: How do you eyes respond to differences in lighting?, 280 uInvestigate Lab: How can you test the strength of a bone?, 351</p> <p>Realize™ Digital Resources: Energy and Motion >Energy Transfer>uInvestigate Lab: How does heat move? Human Uses of Energy >Energy Conversions>uInvestigate Lab: How can a potato provide energy to a light bulb? Structures and Functions >Internal Structures and Functions of Plants>uInvestigate Lab: What parts are inside a flower?</p>	<p>30. use laboratory equipment properly.</p>	<p>X</p>					
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Assessment

The instructional resources provide:

<p>Representative Citations: SE/TE: Lesson 1 Check, 12 Topic 1 Assessment, 44-45 Topic 1 Evidence-Based Assessment, 46-47 uDemonstrate Lab: What affects energy transfer?, 48-49 Lesson 2 Check, 71</p> <p>Realize™ Digital Resources: Human Body Systems >Circulatory and Respiratory Systems>Quiz: Circulatory and Respiratory Systems >Nervous System>Quiz: Nervous System >Topic Close: Human Body Systems>Test: Human Body Systems</p>	<p>31. ongoing diagnostic formative and summative assessments.</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: Lesson 1 Check, 162 Topic 4 Assessment, 196-197 Topic 4 Evidence-Based Assessment, 198-199 uDemonstrate Lab: How can you identify minerals?, 200-201 Topic 5 Evidence-Based Assessment, 238-239</p> <p>Realize™ Digital Resources: Structures and Functions >External Structures and Functions of Animals>Quiz: External Structures and Functions of Animals >Topic Close: Structures and Functions>Test: Structures and Functions;>uDemonstrate Lab: How do earthworms respond to stimuli?</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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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, 49 Assessment Rubric, 99 Assessment Rubric, 275 Assessment Rubric, 333 Assessment Rubric, 383</p> <p>Realize™ Digital Resources: Waves and Information >Topic Launch: Waves and Information>Quest Rubric: Be a Message Master! Earth's Features >Topic Launch: Earth's Features>Quest Rubric: Does X Mark the Spot? That's Up to You! Earth's Natural Hazards >Topic Launch: Earth's Natural Hazards>Quest Rubric: Protect the City! Hazard Incoming!</p>	<p>33. rubrics wherein all learners demonstrate progress toward mastery.</p>	<p>X</p>					
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Organization, Presentation and Format

The instructional resources:

<p>Representative Citations: SE/TE: Table of Contents, vi-vii Scope and Sequence, xii-xiii Pacing Guide, xiv-xv Quest Kickoff: Energy Changes in Collisions, 2-3 Quest Findings: STEM Energy Changes in Collisions, 42</p> <p>Realize™ Digital Resources: Energy and Motion >Topic Launch: Energy and Motion>uConnect Lab: How can you compare the energy of objects? >Collisions>Quest Check-In Lab: How does modeling help you understand a collision? >Electric Circuits>Quest Check-In Lab: How can an electric circuit help prevent collisions?</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, 24 STEM Connection, 84 STEM Connection, 124 STEM Connection, 248 STEM Connection, 300</p> <p>Realize™ Digital Resources: Energy and Motion >Electric Circuits>Investigate Lab: How does energy flow in circuits? Structures and Functions >Internal Structures and Functions of Animals>Investigate Lab: How can you compare the stomachs of cows and dogs? Human Body Systems >Skeleton, Muscles, and Skin>Investigate Lab: How can you test the strength of a bone?</p>	<p>35. connect common themes across multiple science disciplines.</p>	<p>X</p>					
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<p>Representative Citations: SE/TE: Sports Connection, 16 Curriculum Connection, 134 Sports Connection, 218 Curriculum Connection, 308 Curriculum Connection, 340</p> <p>Realize™ Digital Resources: Earth's Natural Hazards >Tectonic Hazards>uEngineer It! Interactivity: Bridging the Gap >Impacts of Natural Hazards>uInvestigate Lab: Where should you build an earthquake-safe structure? >Topic Close: Earth's Natural Hazards>uDemonstrate Lab: How can homes be designed to be more earthquake resistant?</p>	<p>36. integrate cross-curricular connections.</p>	<p>X</p>						
<p>Representative Citations: TE Only: Content Refresher, 19 Differentiated Instruction, 59 Possible Misconception, 136 21st Century Skills, 171 21st Century Skills, 213 Content Refresher, 260 Differentiated Instruction, 310 Differentiated Instruction, 356</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 4

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 (WCCRS) for Science, instructional resources must also include opportunities for students to develop:										
College- and Career-Readiness Standards										
Physical Science: Energy										
SE/TE: Quest Kickoff: Energy Changes in Collisions, 2-3 uConnect Lab: How can you compare the energy of objects?, 4 uInvestigate Lab: How does starting height affect and object's energy?, 7 uBe a Scientist: Force and Speed, 12 Quest Check-In: Energy, Speed, and Motion, 13 Quest Findings: Energy Changes in Collisions, 42 Realize™ Digital Resources: Energy and Motion >Topic Launch>Quest Kickoff>Video: Energy Changes in Collisions >Topic Close>Quest Findings>Interactivity: Energy Changes in Collisions	1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.				X					

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<p>SE/TE: uInvestigate Lab: How does energy transfer between objects?, 17 STEM Quest Check-In: How does modeling help you understand a collision?, 22-23 uInvestigate Lab: How does heat move?, 25 uInvestigate Lab: How does electric energy flow in circuits?, 35 STEM Quest Check-In: How can an electric circuit help prevent collisions?, 40-41 uDemonstrate Lab: What affects energy transfer?, 48-49</p>	<p>2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.</p>	<p>X</p>					
<p>SE/TE: uInvestigate Lab: How does energy transfer between objects?, 17 Visual Literacy Connection: Energy Changes in a Collision, 18-19 Engineering Practices Toolbox: Design a Solution, 20 Quest Connection, 20 uBe a Scientist: Construct a Cradle, 21 Reading Check, 21 Question It!, 29 Quest Check-In: Crash It!, 32</p> <p>Realize™ Digital Resources: Energy and Motion >Lesson 2, Collisions>Interactivity: The Transfer of Kinetic Energy</p>	<p>3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.</p>	<p>X</p>					

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<p>SE/TE: STEM Quest Kickoff: Power from the People, 52-53 uInvestigate Lab: How can a potato provide energy to a light bulb?, 57 Quest Check-In: Human Power, 63 STEM uInvestigate Lab: How do we find oil?, 65 Design It!, 70 uInvestigate Lab: How does a windmill capture wind energy?, 75 STEM Quest Check-In Lab: How can the sun make a motor work?, 80 uEngineer It!: Hold that Phone, 82-83 STEM Quest Findings: Power to the People, 92</p> <p>Realize™ Digital Resources: Human Uses of Energy >Topic Launch>Quest Kickoff>Video: Power to the People >Topic Close>Quest Findings>Interactivity: Power to the People</p>	<p>4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.*</p>	<p>X</p>					
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Physical Science: Waves: Waves and Information

<p>SE/TE: uConnect Lab: How do we describe waves?, 104 uInvestigate Lab: How does a wave carry energy?, 107 uInvestigate Lab: What patterns can waves make?, 117 uBe a Scientist: Ripples, 118 Visual Literacy Connection: How do wave patterns move?, 120-121 uDemonstrate Lab: How can you model a light or sound wave?, 148-149</p>	<p>5. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.</p>	<p>X</p>						
<p>SE/TE: STEM Quest Kickoff: Be a Message Master, 102-103 Stem Quest Check-In Lab: How can you send a message with sound?, 123 STEM Quest Check-In Lab: How can you send a message with light?, 132-133 uInvestigate Lab: How can information from waves be translated?, 135 Engineering Practices Toolbox: Design Solutions, 139 Quest Check-In: Compare Codes, 140</p> <p>Realize™ Digital Resources: Waves and Information >Topic Launch>Quest Kickoff>Video: Be a Message Master</p>	<p>6. Generate and compare multiple solutions that use patterns to transfer information.*</p>	<p>X</p>						

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Life Science: Structure, Function, and Information Processing

<p>SE/TE: uInvestigate Lab: How is light reflected?, 125 uBe a Scientist: Light Reflection, 126 Design It!, 127 Topic Assessment, 145 uEngineer It! Model STEM: Eye See You!, 324</p> <p>Realize™ Digital Resources: Human Body Systems >Lesson 3, Nervous System>Virtual Lab: Building a System</p>	<p>7. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.</p>	<p>X</p>						
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<p>SE/TE: STEM Quest Kickoff: Let Plants and Animals Inspire You!, 278-279 uConnect Lab: How do your eyes respond in differences in lighting?, 280 ulnInvestigate Lab: What parts are inside a flower?, 283 Quest Check-In Lab: How can you observe a plant's vascular system in action?, 290-291 ulnInvestigate Lab: How are leaf coverings different?, 293 Visual Literacy Connection: What are the life cycles of plants?, 296-297 ulnInvestigate Lab: How can you compare the stomachs of cows and dogs?, 301 ulnInvestigate Lab: How can you design a protective insect shell?, 309 STEM Quest Findings: Let Plants and Animals Inspire You!, 326 Quest Kickoff: Make a Human Body Road Map, 336-337 uConnect Lab: Which body parts work together to do a task?, 328 ulnInvestigate Lab: How can you model how you breathe?, 341 ulnInvestigate Lab: How can you test the strength of a bone?, 351 ulnInvestigate Lab: How are intestines arranged inside your body?, 367 Quest Findings: Make a Human Body Road Map, 377 uDemonstrate Lab: How do your sensory organs gather information?, 382-383</p> <p>Realize™ Digital Resources: Structures and Functions >Topic Launch>Quest Kickoff>Video: Let Plants and Animals Inspire You! >Topic Close>Quest Findings>Interactivity: Let Plants and Animals Inspire You!</p>	<p>8. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p>	<p>X</p>					
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<p>SE/TE: Engineering Connection, 316 uInvestigate Lab: How can you locate an object using only sound?, 317 Visual Literacy Connection: How do elephants respond to stimulus?, 318-319 Animal Responses to Smells, 320 Lesson 5 Check, 322 Quest Check-In: Sound Off!, 323 Evidence-Based Assessment, 330-331 uDemonstrate Lab: How do earthworms respond to stimuli?, 332-333 Quest Kickoff: Make a Human Body Road Map, 336-337 uInvestigate Lab: Which parts of the body are more sensitive?, 359 Visual Literacy Connection: What are sensory organs?, 360-361 STEM Quest Check-In Lab: How can you test signals to and from your brain?, 364-365</p> <p>Realize™ Digital Resources: Structures and Functions >Lesson 5, Plant and Animal Responses to the Environment>Video: Plant and Animal Responses to the Environment;>Interactivity: Plants and Animals Respond to the Environment Human Body Systems >Topic Launch>Quest Kickoff>Video: Make a Human Body Road Map >Lesson 3>Nervous System>Video: Nervous System</p>	<p>9. Use a model to describe that animals receive different types of information through their senses, process that information in their brain, and respond to the information in different ways.</p>	<p>X</p>					
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Earth and Space Science: Earth's Systems: Processes that Shape the Earth

<p>SE/TE: Quest Kickoff: Dig for the Truth, 244-245 uConnect Lab: Where are fossils found in rock layers?, 246 uInvestigate Lab: What patterns do fossils follow?, 249 Rock Formations, 251 A Colorful Change, 252 STEM Math Connection: Canyonlands, 255 uInvestigate Lab: How can rock layers show change?, 259 Fossil Clues on Earth, 260 Index Fossils, 261 Crosscutting Concepts Toolbox: Patterns, 261 Visual Literacy Connection: How can layers of rock change?, 262-263 Comparing Rock Layers, 264 uBe a Scientist: Be a Rock Hound, 264 Quest Findings: Dig for the Truth, 268 Topic Assessment, 270-271 Evidence-Based Assessment, 272-273 uDemonstrate Lab: How can you correlate rock layers?, 274-275</p> <p>Realize™ Digital Resources: History of the Planet Earth >Lesson 1, Patterns in Fossils and Rock Formations>Video: Patterns in Fossils and Rock Formations;>Interactivity: Patterns in Fossils and Rock Formations;>Quiz: Patterns in Fossils and Rock Formations >Lesson 2, Evidence of Change from Fossils and Rock Formations>Video: Evidence of Change from Fossils and Rock Formations;>Interactivity: Evidence of Change from Fossils and Rock Formations;>Quiz: Evidence of Change from Fossils and Rock Formations</p>	<p>10. Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.</p>	<p>X</p>					
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<p>SE/TE: Quest Kickoff: Dig for the Truth, 244–245 Fossils, 250 Quest Connection, 250 Fossil Clues on Earth, 260 Mass Extinctions, 265 Evidence-Based Assessment, 272–273</p> <p>Realize™ Digital Resources: The History of Planet Earth >Lesson 1, Patterns in Fossils and Rock Formations>Video: Patterns in Fossils and Rock Formations</p>	<p>11. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.</p>	<p>X</p>					
<p>SE/TE: Quest Kickoff: Does X Mark the Spot? That's Up to You!, 152-153 uConnect Lab: How can rain affect land?, 154 Visual Literacy Connection: How do rocks change?, 178-179 STEM Quest Check-In Lab: How can you make a model of a landform?, 182-183 uInvestigate Lab: How can a rock wear away?, 185 uBe a Scientist: Weathering, 186 STEM Quest Check-In Lab: How does water affect landforms?, 192 Quest Findings: Does X Mark the Spot? That's Up to You!, 194</p> <p>Realize™ Digital Resources: Earth's Features >Topic Launch>Quest Kickoff>Video: Does X Mark the Spot? That's Up to You! >Topic Close>Quest Findings>Interactivity: Does X Mark the Spot? That's Up to You!</p>	<p>12. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.</p>	<p>X</p>					

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<p>SE/TE: Quest Kickoff: Does X Mark the Spot? That's Up to You!, 152-153 Sports Connection, 156 Investigate Lab: How do tools help us?, 157 Read a Map, 158 Quest Connection, 158 Visual Literacy Connection: How can you see the same place in different ways?, 160-161 Resource Maps, 162 Lesson 1 Check, 162 Quest Check-In: The Making of a Legend, 163 uEngineer It!: Take a Hike!, 164-165 Investigate Lab: Where are major landforms?, 167 Patterns of Mountains, 168 Patterns of Earthquakes and Volcanoes, 169 Crosscutting Concepts Toolbox: Patterns, 169 Visual Literacy Connection: How can a physical map help me locate different landforms?, 170-171 Patterns Under the Ocean, 172 Lesson 2 Check, 172 Evidence-Based Assessment, 198-199</p> <p>Realize™ Digital Resources: Earth's Features >Topic Launch>Quest Kickoff>Video: Does X Mark the Spot? That's Up to You! >Lesson 1, Maps and Data>Video: Maps and Data;>Virtual Lab: Where Would You Build the Telescope;>Interactivity: The World of Maps >Lesson 2, Patterns of Earth's Features>Video: Patterns of Earth's Features;>Interactivity: The Shape of the Land</p>	<p>13. Analyze and interpret data from maps to describe patterns of Earth's geological features.</p>	<p>X</p>					
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Engineering, Technology, and Applications of Science

<p>SE/TE: Quest Kickoff: Energy changes in Collisions, 2–3 Engineering Practice Toolbox, 20 STEM Quest Kickoff: Power from the People, 52–53 STEM Quest Kickoff: Be a Message Master!, 102–103 Quest Check-In: Compare Codes, 140 STEM Quest Kickoff: Let Plants and Animals Inspire you!, 278–279 Engineering Practices: Defining Problems, EM10</p> <p>Realize™ Digital Resources: Energy and Motion >Lesson 1, Energy, Speed, and Moving Objects>uEngineer It! Video: Toys on the move</p>	<p>14. 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: STEM Quest Check-In Lab: How does modeling help you understand a collision?, 22–23 STEM Quest Check-In Lab: How can an electric circuit help prevent collisions?, 40–41 STEM ulnvestigate Lab: How can a potato provide energy to a light bulb?, 57 STEM ulnvestigate Lab: How can we find oil?, 65 STEM Quest Check-In Lab: How can you use a battery to produce motion?, 72–73 STEM ulnvestigate Lab: How does a windmill capture wind energy?, 75 STEM Quest Check-In Lab: How can the sun make a motor work?, 80 STEM ulnvestigate Lab: Where should you build and earthquake-safe structure?, 227 STEM Quest Check-In Lab: How can you reduce hazard damage?, 232-233 STEM uDemonstrate Lab: How can homes be designed to be more earthquake resistant?, 240–241 STEM ulnvestigate Lab: How can you design a protective insect shell?, 309</p> <p>Realize™ Digital Resources: Earth’s Features >Lesson 1, Maps and Data>uEngineer It! Interactivity: Let’s Build a Bridge!</p>	<p>15. 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: STEM Quest Check-In Lab: How does modeling help you understand a collision?, 22–23 STEM Quest Check-In Lab: How can an electric circuit help prevent collisions?, 40–41 STEM uInvestigate Lab: How can a potato provide energy to a light bulb?, 57 STEM Quest Check-In Lab: How can you use a battery to produce motion?, 72–73 STEM uInvestigate Lab: How does a windmill capture wind energy?, 75 STEM Quest Check-In Lab: How can the sun make a motor work?, 80 uEngineer It! Improve STEM: Hold That Phone, 82–83 STEM Quest Check-In Lab: How can you send a message with sound?, 123 STEM Quest Check-In Lab: How can you send a message with light?, 132–133 Quest Findings: Protect the City! Hazard Incoming!, 234 STEM uDemonstrate Lab: How can homes be designed to be more earthquake resistant?, 240–241 STEM uInvestigate Lab: How can you design a protective insect shell?, 309 Engineering Practices: Optimizing Solutions, EM13</p>	<p>16. 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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