SAVVAS
LEARNING COMPANY

A Correlation of

elevateScience™
Grade 5

To

West Virginia
Course 6005 – Grade 5 Evaluation Criteria

Prepared by Savvas Learning Company, formerly Pearson K12 Learning.

PUBLISHER:	**Savvas Learning Co., formerly Pearson K-12 Learning**		
SUBJECT:	**Science**	**SPECIFIC GRADE:**	**5**
COURSE:	**6005 – Science, Grade 5**	**TITLE**	**elevateScience™ Grade 5**
COPYRIGHT:	**©2019**		
SE ISBN:	**9780328989348**	**TE ISBN:**	**9780328949212**
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 5*

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, 15, 24, 35, 44, 98 102, 131, 140, 182, 215, 232, 274, 317, 356, 360
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, 44, 98 140, 182, 232, 274, 317, 356
X		**3. FORMAT** The instructional resource includes an interactive electronic/digital component for students.	Yes, the instructional resources of the Savvas ***elevateScience™*** program includes both print, digital student text as well as fully interactives digital components like videos, interactives, simulations, virtual labs, and assessments. See SavvasRealize.com

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

X		**4. BIAS** The instructional resource is free of political bias.	Yes, the instructional resources of the Savvas ***elevateScience™*** program are free of political bias.
X		**5. COMMON CORE** The instructional resource does not reference Common Core academic standards. (WV Code §18-2E-1b-1)	Yes, the instructional resources of the Savvas ***elevateScience™*** program do not reference Common Core academic standards.
X		**6. INQUIRY** The instructional resource must include rigorous and developmentally appropriate active inquiry, investigations, and hands-on activities.	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 *u*Connect, *u*Investigate, *u*Engineer It!, *u*Demonstrate. See representative examples in every topic on pages 4, 24-25, 46, 118-119, 151, 145, 155, 163, 184, 210-211, 187, 197, 205.
X		**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.	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. See examples on pages 49, 57, 74, 205, 369.

GENERAL EVALUATION CRITERIA

2022 -2028
Group IV – Science

Grade 5

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

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses									
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	In addition to alignment of West Virginia College- and Career-Readiness Standards (WVCCRS) for Science, instructional resources must also include opportunities for students to develop:									
College- and Career-Readiness Skills										
Thinking and Problem-Solving Skills *Science Content:*										
Representative Citations: **SE/TE:** uInvestigate Lab: How do we describe materials?, 7 uInvestigate Lab: Which properties are affected by temperature?, 57 uInvestigate Lab: How are distance and brightness related?, 237 uDemonstrate Lab: What can we tell from shadows?, 312-313 STEM uDemonstrate Lab: How can you model matter cycles in the Earth system?, 402-403	**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.

Continued: **Realize™ Digital Resources:** **Earth's Systems** >Geosphere and Biosphere>uInvestigate Lab: How does water move through soil? **Earth's Water** >Water Cycle>uInvestigate Lab: Where did that water come from? **Energy and Food** >Energy in Food>uInvestigate Lab: How is the sun involved in your meals?								
Representative Citations: **SE/TE:** Quest Kickoff: Find the Right Mix - and Step on It!, 44-45 Quest Kickoff: Water, Water Everywhere!, 140-141 Quest Kickoff: Take Care of Earth - It's Our Home!, 182-183 Quest Kickoff: Plan Your Plate!, 316-317 Quest Kickoff: STEM Public Relations Gone Wild!, 356-357 **Realize™ Digital Resources:** **Properties of Matter** >Topic Launch: Properties of Matter>Quest Kickoff: Identify the Mystery Material **Solar System** >Topic Launch: Solar System>Quest Kickoff: Keeping the Planets in Order **Patterns in Space** >Topic Launch: Patterns in Space>Quest Kickoff: Plan a Trip Around the World of Patterns	**2.** requires students to investigate and discover multiple solutions through inquiry.	**X**						

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

Representative Citations: **SE/TE:** uInvestigate Lab: How can you use properties to identify solids?, 27 uEngineer It!: Make Energy the Solar Way, 194-195 uInvestigate Lab: How are distance and brightness related?, 237 uInvestigate Lab: How are we spinning?, 285 uInvestigate Lab: How do the parts of an ecosystem work together?, 361 **Realize™ Digital Resources:** **Changes in Matter** >Chemical Changes>uEngineer It! Interactivity: Foam, Sweet Foam **Earth's Systems** >Hydrosphere and Atmosphere>uInvestigate Lab: How does a greenhouse work? **Human Impacts on Earth's Systems** >Human Activity and Earth's Systems>Quest Check-In Lab: How do building materials affect energy efficiency?	**3.** includes options for using technology tools to gather information, make informed decisions, and justify solutions.	**X**						

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

Representative Citations: **SE/TE:** Quest Kickoff: Connect the Spheres, 98-99 Quest Kickoff: Water, Water Everywhere!, 140-141 STEM Quest Check-In Lab: How do we filter water?, 160-161 Quest Kickoff: Take Care of Earth - It's Our Home!, 182-182 Quest Check-In Lab: What plant foods provide the most energy and nutrients?, 334-335 **Realize™ Digital Resources:** **Human Impacts on Earth's Systems** >Topic Launch: Human Impacts on Earth's Systems>uConnect Lab: How can we reuse materials to design new products? >Human Activity and Earth's Systems>Interactivity: Causes of Environmental Damage >Protection of Earth's Resources and Environments>Interactivity: Go Green	**4.** engages students in critical thinking and the synthesis of information to analyze real-world problems.	**X**						

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

Representative Citations: **SE/TE:** uInvestigate Lab: How does water move through soil?, 103 STEM uInvestigate Lab: How can you find water underground?, 155 STEM Quest Check-In Lab: How do building materials affect energy efficiency?, 210-211 uInvestigate Lab: How is the sun involved in your meals, 321 uInvestigate Lab: How does change affect organisms in an ecosystem?, 379 **Realize™ Digital Resources:** **Earth's Systems** >Hydrosphere and Atmosphere>uInvestigate Lab: How does a greenhouse work? **Energy and Food** >Topic Launch: Energy and Food>uConnect Lab: How much food do you need? **Matter and Energy in Ecosystems** >Topic Close: Matter and Energy in Ecosystems>uDemonstrate Lab: How can you model matter cycles in the Earth system?	**5.** offers activities to connect multiple scientific phenomena to real-world events.	**X**						
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:*								
Representative Citations: **SE/TE:** uEngineer It!: It's Melting!, 152-153 **TE Only:** Science Practice: Toolbox, 199 STEM Connection, 204 Differentiated Instruction, 265	**6.** interact with secure external multimedia resources for local and global collaboration.	**X**						

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

Representative Citations: **SE/TE:** Quest Findings: Plan a Trip Around the World of Patterns, 306 Quest Check-In: Connections to Others, 376 **TE Only:** 21st Century Skills, 77 21st Century Skills, 107 21st Century Skills, 151 21st Century Skills, 199 21st Century Skills, 239 **Realize™ Digital Resources:** **Solar System** >Topic Launch: Solar System>uConnect Lab: How big is the sun?	**7.** develop conceptual understanding and research skills.	**X**						
Representative Citations: **SE/TE:** Quest Findings: Connect the Spheres, 130 Quest Findings: Take Care of Earth - It's Our Home!, 222 Quest Findings: STEM Public Relations Gone Wild!, 396 **TE Only:** 21st Century Skills, 171 21st Century Skills, 217 **Realize™ Digital Resources:** **Human Impacts on Earth's Systems** >Topic Launch: Human Impacts on Earth's Systems>uConnect Lab: How can we reuse materials to design new products? **Solar System** >Topic Close: Solar System>Quest Findings: Keeping the Planets in Order	**8.** articulate thoughts and ideas through oral, written, and multimedia communications.	**X**						

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

Representative Citations: **SE/TE:** Visual Literacy Connection: When is a mixture also a solution?, 82-83 Visual Literacy Connection: How does water cycle on Earth?, 148-149 Visual Literacy Connection: What is in our solar system?, 248-249 uInvestigate Lab: How does change affect organisms in an ecosystem?, 379 Visual Literacy Connection: How does carbon move through ecosystems?, 390-391 **Realize™ Digital Resources:** **Properties of Matter** >Properties of Matter>uInvestigate Lab: How can you use properties to identify solids? **Solar System** >Brightness of the Sun and Other Stars>uInvestigate Lab: How are distance and brightness related? >Topic Close: Solar System>uDemonstrate Lab: How can you compare the sizes of objects in space?	**9.** interpret and apply visually expressed information (e.g., flowchart, diagram, model, graph, or table).	**X**						

Personal and Workplace Productivity Skills *For student mastery of college- and career-readiness standards, the instructional resources will provide students with opportunities to*:								
Representative Citations: **SE/TE:** Quest Check-In Lab: How can you compare the properties of matter?, 32-33 STEM Quest Check-In Lab: How can you make modeling dough?, 74-75 STEM Quest Check-In Lab: How do building materials affect energy efficiency?, 210-211 Quest Check-In Lab: How does gravity affect matter?, 283 Quest Check-In Lab: How does change affect organisms in an ecosystem?, 384-385 **Realize™ Digital Resources:** **Earth's Systems** >Hydrosphere and Atmosphere>Quest Check-In Lab: Where are Earth's spheres? **Earth's Water** >Earth's Freshwater>Quest Check-In Lab: How do we filter water? **Energy and Food** >How Plants Make Food>Quest Check-In Lab: What plant foods provide the most energy and nutrients?	**10.** use interpersonal skills to work cooperatively to accomplish a task.	**X**						

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

Representative Citations: **SE/TE:** Quest Findings: Identify the Mystery Material, 34 uInvestigate Lab: Which properties are affected by temperature?, 57 Quest Findings: Take Care of Earth - It's Our Home!, 222 uInvestigate Lab: How hard do space objects hit Earth?, 255 uInvestigate Lab: How do the parts of an ecosystem work together?, 361 **Realize™ Digital Resources:** **Earth's Systems** >Hydrosphere and Atmosphere>uInvestigate Lab: How does a greenhouse work? **Earth's Water** >Water Cycle>uInvestigate Lab: Where did that water come from? **Matter and Energy in Ecosystems** >Organisms Within Ecosystems>uInvestigate Lab: How can matter change in an ecosystem?	**11.** develop and initiate a plan of action to complete a task or project.	**X**						

Representative Citations: **SE/TE:** Quest Kickoff: Find the Right Mix - and Step on It!, 44-45 Quest Kickoff: Water, Water Everywhere!, 140-141 Quest Kickoff: Take Care of Earth - It's Our Home!, 182-183 Quest Kickoff: Plan Your Plate!, 316-317 Quest Kickoff: STEM Public Relations Gone Wild!, 356-357 **Realize™ Digital Resources:** **Properties of Matter** >Topic Launch: Properties of Matter>Quest Kickoff: Identify the Mystery Material **Solar System** >Topic Launch: Solar System>Quest Kickoff: Keeping the Planets in Order **Patterns in Space** >Topic Launch: Patterns in Space>Quest Kickoff: Plan a Trip Around the World of Patterns	**12.** develop and practice time- and project-management skills.	**X**						

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

Representative Citations: **SE/TE:** Quest Check-In Lab: How can you compare the properties of matter?, 32-33 uDemonstrate Lab: How are spheres represented in a terrarium?, 136-137 STEM Quest Check-In Lab: How do we filter water?, 160-161 STEM uDemonstrate Lab: How can you use the energy of water?, 228-229 uDemonstrate Lab: What can we tell from shadows?, 312-313 **Realize™ Digital Resources:** **Changes in Matter** >Mixtures and Solutions>Quest Check-In Lab: How can you make a new and improved formula? >Topic Close: Changes in Matter>Quest Findings: Find the Right Mix - and Step on It! **Earth's Systems** >Topic Close: Earth's Systems>Quest Findings: Connect the Spheres	**13.** reflect upon and evaluate the results of a task or project.	**X**						

Representative Citations: For related content, please see: **SE/TE:** uDemonstrate Lab: How does mass change when you make glop?, 94-95 uInvestigate Lab: How does a greenhouse work?, 111 STEM uDemonstrate Lab: How can water move upward?, 178-179 uDemonstrate Lab: What can we tell from shadows?, 312-313 STEM uDemonstrate Lab: How can you model matter cycles in the Earth system?, 402-403 **Realize™ Digital Resources:** **Human Impacts on Earth's Systems** >Protection of Earth's Resources and Environments>uInvestigate Lab: How can you collect rainwater? **Solar System** >Topic Close: Solar System>uDemonstrate Lab: How can you compare the sizes of objects in space? **Energy and Food** >Topic Close: Energy and Food>uDemonstrate Lab: How does matter move through an ecosystem?	**14.** assume various roles and responsibilities when working independently or as a group.					**X**		

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

Representative Citations: **SE/TE:** Career Connection: Robotics Engineer, 35 Career Connection: Materials Scientist, 89 Career Connection: Air Pollution Analyst, 131 Career Connection: Water Quality Specialist, 173 Career Connection: Environmental Scientist, 223 Career Connection: Astronomical Technicians, 265 Career Connection: Planetarium Curator, 307 Career Connection: Nutritionist, 347	**15.** explore science-related careers.	**X**						
Representative Citations: **SE/TE:** Quest Findings: Plan a Trip Around the World of Patterns, 306 Quest Check-In: Connections to Others, 376 **TE Only:** 21st Century Skills, 77 21st Century Skills, 107 21st Century Skills, 151 21st Century Skills, 199 21st Century Skills, 239 **Realize™ Digital Resources:** **Solar System** >Topic Launch: Solar System>uConnect Lab: How big is the sun?	**16.** conduct research, validate sources, and report findings ethically.	**X**						

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

Representative Citations: **SE/TE:** uDemonstrate Lab: How are the spheres represented in a terrarium?, 136-137 STEM uDemonstrate Lab: How can water move upward?, 178-179 uDemonstrate Lab: How can you compare the sizes of objects in space?, 270-271 uDemonstrate Lab: What can we tell from shadows?, 312-312 uDemonstrate Lab: How does matter move through an ecosystem?, 352-353 **Realize™ Digital Resources:** **Properties of Matter** >Topic Close: Properties of Matter>uDemonstrate Lab: How do you know what it is? **Human Impacts on Earth's Systems** >Topic Close: Human Impacts on Earth's Systems>uDemonstrate Lab: How can you use the energy of water? **Matter and Energy in Ecosystems** >Topic Close: Matter and Energy in Ecosystems>uDemonstrate Lab: How can you model matter cycles in the Earth system?	**17.** demonstrate mastery through multiple efforts.	**X**						

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Developmentally Appropriate Instructional Resources and Strategies *For student mastery of college- and career-readiness standards, the instructional resources:*								
Representative Citations: **TE Only:** ELD Support, 48 Differentiated Instruction, 123 Differentiated Instruction, 146 Differentiated Instruction, 198 ELD Support, 254 Differentiated Instruction, 288 Differentiated Instruction, 323 Differentiated Instruction, 388	**18.** include multiple research-based strategies for differentiation, intervention, and enrichment to support all learners.	**X**						
Representative Citations: **SE/TE:** Quest Findings: Connect the Spheres, 130 Quest Check-In Lab: What planets are way out there?, 262 **TE Only:** Teach with Movement, 68 Differentiated Instruction, 341 Differentiated Instruction, 388 **Realize™ Digital Resources:** **Program Resources** >Program Games>Literacy Activity: Discover the Main Idea and Details;>Science Concept Interactivity: Escape to the Atmosphere!;>Science and Engineering Interactivity: Planetary Exploration	**19.** provide multiple opportunities for incorporating various learning modalities.	**X**						

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

Representative Citations: **SE/TE:** uInvestigate Lab: How can you detect matter without seeing it?, 17 STEM uConnect Lab: Where does water flow...and how fast?, 142 uInvestigate Lab: How are distance and brightness related?, 237 uConnect Lab: How can spinning affect a planet's shape?, 276 STEM uDemonstrate Lab: How can you model matter cycles in the Earth system?, 402-403 **Realize™ Digital Resources:** **Changes in Matter** >Chemical Changes>uInvestigate Lab: How can you identify chemical changes? **Human Impacts on Earth's Systems** >Earth's Energy Resources>uInvestigate Lab: Which color is best at capturing solar energy? **Energy and Food** >Topic Close: Energy and Food>uDemonstrate Lab: How does matter move through an ecosystem?	**20.** provide multiple opportunities to engage in hands-on activities.	**X**						

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

Representative Citations: **SE/TE:** uDemonstrate Lab: How do you know what it is?, 40-41 uInvestigate Lab: Is goop solid or liquid?, 49 uInvestigate Lab: Where did that water come from?, 145 uInvestigate Lab: How does a planet's distance from the sun affect its path?, 247 uInvestigate Lab: How hard to space objects hit Earth?, 255 **Realize™ Digital Resources:** **Human Impacts on Earth's Systems** >Earth's Energy Resources>uInvestigate Lab: Which color is best at capturing solar energy? **Patterns in Space** >Earth's Movements in Space>uInvestigate Lab: How are we spinning? **Matter and Energy in Ecosystems** >Organisms Within Ecosystems>uInvestigate Lab: How can matter change in an ecosystem?	**21.** cultivate investigative abilities leading to logical conclusions.	**X**						

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

Representative Citations: **TE Only:** Differentiated Instruction, 22 Differentiated Instruction, 70 Differentiated Instruction, 123 Differentiated Instruction, 206 Differentiated Instruction, 330 **Realize™ Digital Resources:** **Properties of Matter** >Properties of Matter>Interactivity: Matter and Its Properties **Energy and Food** >How Animals Use Food>Interactivity: Ectotherms and Endotherms **Matter and Energy in Ecosystems** >Organisms Within Ecosystems>Interactivity: Producers, Consumers, and Decomposers	**22.** incorporate authentic scientific vocabulary acquisition.	**X**						

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Representative Citations: **SE/TE:** uInvestigate Lab: How can you identify chemical changes?, 65 uDemonstrate Lab: How are the spheres represented in a terrarium?, 136-137 uInvestigate Lab: What happens to substances over time?, 205 STEM uDemonstrate Lab: How can you use the energy of water?, 228-229 uInvestigate Lab: How are distance and brightness related?, 237 **Realize™ Digital Resources:** **Changes in Matter** >Topic Close: Changes in Matter>uDemonstrate Lab: How does mass change when you make glop? **Earth's Water** >Topic Launch: Earth's Water>uConnect Lab: Where does water flow...and how fast? **Matter and Energy in Ecosystems** >Ecosystems>uInvestigate Lab: How do the parts of an ecosystem work together?	**23.** integrate laboratory safety practices within learning experiences.	**X**						

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

Life Skills *For student mastery of college- and career-readiness standards, the instructional resources will provide students with opportunities to:*								
Representative Citations: **SE/TE:** Quest Findings: STEM Identify the Mystery Material, 34 Quest Findings: STEM Find the Right Mix - and Step on It!, 88 Quest Findings: Water, Water Everywhere!, 172 Quest Findings: Keeping the Planets in Order, 264 Quest Findings: Plan a Trip Around the World of Patterns, 306 **Realize™ Digital Resources:** **Earth's Systems** >Topic Close: Earth's Systems>Quest Findings: Connect the Spheres **Human Impacts on Earth's Systems** >Topic Close: Human Impacts on Earth's Systems>Quest Findings: Take Care of Earth - It's Our Home **Energy and Food** >Topic Close: Energy and Food>Quest Findings: Plan Your Plate!	**24.** persevere to complete a task and generate high quality work.	**X**						
Representative Citations: **SE/TE:** Quest Check-In: Efficient or Wasteful, 193 **TE Only:** Content Refresher, 335 21st Century Skills, 389	**25.** be exposed to and be respectful of varying viewpoints.	**X**						

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

Representative Citations: **SE/TE:** uInvestigate Lab: How can you use properties to identify solids?, 27 uInvestigate Lab: Which properties are affected by temperature?, 57 STEM uDemonstrate Lab: How can water move upward?, 178-179 STEM uDemonstrate Lab: How can you use the energy of water?, 228-229 uInvestigate Lab: How do the parts of an ecosystem work together?, 361 **Realize™ Digital Resources:** **Earth's Systems** >Geosphere and Biosphere>uInvestigate Lab: How does water move through soil? **Energy and Food** >Topic Close: Energy and Food>uDemonstrate Lab: How does matter move through an ecosystem? **Matter and Energy in Ecosystems** >Organisms Within Ecosystems>uInvestigate Lab: How can matter change in an ecosystem?	**26.** engage in hands-on activities to promote the understanding of science content.	**X**						

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Representative Citations: **SE/TE:** uInvestigate Lab: How does the geosphere affect the hydrosphere?, 121 uInvestigate Lab: Where did that water come from?, 145 uInvestigate Lab: Where are the metals?, 187 uInvestigate Lab: What matter do plants need to make food?, 329 uInvestigate Lab: How does matter move through an ecosystem?, 387 **Realize™ Digital Resources:** **Solar System** >Inner Solar System>uInvestigate Lab: How does a planet's distance from the sun affect its path? **Patterns in Space** >Earth's Gravitational Forces>Quest Check-In Lab: How does gravity affect matter? >Patterns Over Time>uInvestigate Lab: What star patterns can you see?	**27.** investigate the natural world and universe.	**X**						

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

Representative Citations: **SE/TE:** Quest Findings: Connect the Spheres, 130 Quest Findings: STEM Public Relations Gone Wild!, 396 **TE Only:** Differentiated Instruction, 323 Content Refresher, 335 Differentiated Instruction, 341 **Realize™ Digital Resources:** **Human Impacts on Earth's Systems** >Topic Launch: Human Impacts on Earth's Systems>uConnect Lab: How can we reuse materials to design new products? >Topic Close: Human Impacts on Earth's Systems>Quest Findings: Take Care of Earth - It's Our Home **Matter and Energy in Ecosystems** >Matter and Energy Transfer Within Ecosystems>uInvestigate Lab: How does matter move through an ecosystem?	**28.** practice situational language (e.g., presentations, debates, speeches, collaborative discussions, social media) in real-world activities.	**X**						

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

Representative Citations: **SE/TE:** Disrupting the Balance, 126 Quest Findings: Connect the Spheres, 130 Quest Findings: Water, Water Everywhere!, 172 Human Resource Use and Pollution, 208 Lesson 3 Check, #2, 209 **Realize™ Digital Resources:** **Earth's Systems** >Topic Launch: Earth's Systems>Quest Kickoff: Connect the Spheres **Earth's Water** >Topic Launch: Earth's Water>Quest Kickoff: Water, Water Everywhere! **Human Impacts on Earth's Systems** >Human Activity and Earth's Systems>Interactivity: Causes of Environmental Damage	**29.** understand the impact of global issues and events on their lives, communities, and greater society.	**X**						

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Representative Citations: **SE/TE:** uInvestigate Lab: How can you use properties to identify solids?, 27 uDemonstrate Lab: How do you know what it is?, 40-41 uInvestigate Lab: How does a greenhouse work?, 111 uInvestigate Lab: Which color is best at capturing solar energy?, 197 uInvestigate Lab: How long do objects take to fall?, 279 **Realize™ Digital Resources:** **Earth's Water** >Topic Launch: Earth's Water>STEM uConnect Lab: Where does water flow...and how fast? >Earth's Freshwater>Quest Check-In Lab: How do we filter water? **Matter and Energy in Ecosystems** >Ecosystems>uInvestigate Lab: How do the parts of an ecosystem work together?	**30.** use laboratory equipment properly.	**X**						

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

Assessment *The instructional resources provide:*								
Representative Citations: **SE/TE:** Lesson 1 Check, 13 Topic 1 Assessment, 36-37 Topic 1 Evidence-Based Assessment, 38-39 uDemonstrate Lab: How do you know what it is?, 40-41 Lesson 4 Check, 85 **Realize™ Digital Resources:** **Earth's Systems** >Hydrosphere and Atmosphere>Quiz: Hydrosphere and Atmosphere >Interactions Among Earth's Systems>Quiz: Interactions Among Earth's Systems >Topic Close: Earth's Systems>Test: Earth's Systems	**31.** ongoing diagnostic formative and summative assessments.	**X**						

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

Representative Citations: **SE/TE:** Lesson 3 Check, 169 Topic 4 Assessment, 174-175 Topic 4 Evidence-Based Assessment, 176-17 STEM uDemonstrate Lab: How can water move upward?, 178-179 Topic 5 Evidence-Based Assessment, 226-227 **Realize™ Digital Resources:** **Human Impacts on Earth's Systems** >Protection of Earth's Resources and Environments>Quiz: Protection of Earth's Resources and Environments >Topic Close: Human Impacts on Earth's Systems>Test: Human Impacts on Earth's Systems;>uDemonstrate Lab: How can you use the energy of water?	**32.** a variety of assessment formats, including performance tasks, multimedia simulations, portfolio evaluations, as well as data-dependent and open-ended questions.	**X**						
Representative Citations: **TE Only:** Assessment Rubric, 41 Assessment Rubric, 137 Assessment Rubric, 179 Assessment Rubric, 229 Assessment Rubric, 271 Assessment Rubric, 313 Assessment Rubric, 353 Assessment Rubric, 403 **Realize™ Digital Resources:** **Changes in Matter** >Topic Launch: Changes in Matter>Quest Rubric: Find the Right Mix - and Step on It! **Energy and Food** >Topic Launch: Energy and Food>Quest Rubric: Plan Your Plate!	**33.** rubrics wherein all learners demonstrate progress toward mastery.	**X**						

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

Organization, Presentation and Format *The instructional resources:*								
Representative Citations: **SE/TE:** Table of Contents, vi-vii Scope and Sequence, xii-xiii Pacing Guide, xiv-xv Quest Kickoff: Identify the Mystery Material, 2-3 Quest Findings: STEM Identify the Mystery Material, 34 **Realize™ Digital Resources:** **Properties of Matter** >Topic Launch: Properties of Matter>uConnect Lab: What's in the box? >Model Matter>Quest Check-In Lab: How do you know that matter is still there? >Properties of Matter>Quest Check-In Lab: How can you compare the properties of matter?	**34.** are organized in logical sequence to optimize instructional effectiveness and efficiency.	**X**						

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

Representative Citations: **SE/TE:** STEM Connection, 26 STEM Connection, 64 STEM Connection, 278 STEM Connection, 328 STEM Connection, 368 **Realize™ Digital Resources:** **Solar System** >Topic Close: Solar System>uDemonstrate Lab: How can you compare the sizes of objects in space? **Patterns in Space** >Earth's Gravitational Forces>Quest Check-In Lab: How does gravity affect matter? **Matter and Energy in Ecosystems** >Ecosystems>uInvestigate Lab: How do the parts of an ecosystem work together?	**35.** connect common themes across multiple science disciplines.	**X**						

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Representative Citations: **SE/TE:** Curriculum Connection, 78 Curriculum Connection, 102 Sports Connection, 144 Curriculum Connection, 254 Curriculum Connection, 294 **Realize™ Digital Resources:** **Properties of Matter** >Topic Launch: Properties of Matter>Quest Kickoff: Identify the Mystery Material **Energy and Food** >Topic Launch: Energy and Food>Quest Kickoff: Plan Your Plate! >Topic Close: Energy and Food>Quest Findings: Plan Your Plate!	**36.** integrate cross-curricular connections.	**X**						
Representative Citations: **TE Only:** Content Refresher, 19 Content Refresher, 51 21st Century Skills, 124 21st Century Skills, 207 Possible Misconception, 256 Differentiated Instruction, 280 Differentiated Instruction, 330 Differentiated Instruction, 363	**37.** provide educators necessary science content knowledge, pedagogy, and management techniques to guide learning experiences.	**X**						

SPECIFIC EVALUATION CRITERIA

2022-2028
Group IV – *Science*

Grade 5

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.

<table>
<tr><th colspan="2">College- and Career-Readiness Indicators for Science</th></tr>
<tr><th colspan="2">Grades 3 - 5</th></tr>
<tr><th colspan="2">Nature of Science</th></tr>
<tr><td colspan="2">• Scientific knowledge is simultaneously reliable and subject to change based on empirical evidence andinterpretation.
• Scientific knowledge is obtained through a combination of observations of the natural world andinferences 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 ofsome 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 materialworld.</td></tr>
<tr><th>Practices of Scientists and Engineers</th><th>Science Connecting Concepts</th></tr>
<tr><td>• Asking questions and defining problems
• Developing and using models
• Planning and carrying out investigations
• Analyzing and interpreting data
• Using mathematical and computationalthinking
• Constructing explanations and designingsolutions
• Engaging in argument from evidence
• Obtaining, evaluating, and communicatinginformation</td><td>• 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, andwithin systems to understand system behavior
• Determining the relationships between structureand function
• Studying stability and change</td></tr>
</table>

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Science Literacy	Science Lab Safety
• Utilizing and connecting ideas amonginformational (factual) scientific texts • Integrating and applying information presented in various media formats whenwriting and speaking • Citing evidence to support scientific claims • Comparing and contrasting sets of data • Building and appropriately using sciencedomain vocabulary and phrases	• Requiring lab safety training and archiving signedstudent safety contracts including medical conditions • Wearing proper protective equipment as needed(e.g., goggles, apron, and gloves) • Requiring grade appropriate lab equipmentoperation and safety training • Storing and disposing of chemical/biologicalmaterials properly

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

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	In addition to alignment of West Virginia College- and Career-Readiness Standards (WVCCRS) for Science, instructional resources must also include opportunities for students to develop:										
College- and Career-Readiness Standards											
Physical Science: Structure and Properties of Matter											
SE/TE: uConnect Lab: What's in the box?, 4 uInvestigate Lab: How do we describe materials?, 7 Observing Properties, 8 uBe a Scientist: Identify Properties, 8 Measuring Properties, 9 Visual Literacy Connection: Can you tell them apart?, 10-11 Conductors of Heat and Electricity, 12 Magnetic Materials, 12 Solubility, 13 Quest Check-In Lab: How can you observe matter?, 14 uInvestigate Lab: How can you use properties to identify solids?, 27 Color, 30 Texture and Hardness, 31 Quest Check-In Lab: How can you compare the properties of matter?, 32-33 Quest Findings: Identify the Mystery Material, 34 Evidence-Based Assessment, 38-39 uDemonstrate Lab: How do you know what it is?, 40-41	**1.** Make observations and measurements to identify materials based on their properties.				**X**						

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Continued: **Realize™ Digital Resources:** **Properties of Matter** >Lesson 1, Observe Matter>Video: Observe Matter;>Interactivity: Measuring Matter;>Quiz: Observe Matter >Lesson 3, Properties of Matter>Video: Properties of Matter;>Interactivity: Matter and Its Properties;>Quiz: Properties of Matter								
SE/TE: uInvestigate Lab: How can you detect matter without seeing it? 17 uBe a Scientist: Disappearance of Particles, 18 STEM Quest Check-In Lab: How do you know that matter is still there?, 23 STEM uInvestigate Lab: How can you separate salt from water?, 163 **Realize™ Digital Resources:** **Properties of Matter** >Lesson 2, Model Matter>Video: Model Matter;>Virtual Lab: Water as Fuel;>Interactivity: Matter is Everywhere	**2.** Develop a model to describe that matter is made of particles too small to be seen.	**X**						
SE/TE: uConnect Lab: What happens to mass when objects are mixed?, 46 uInvestigate Lab: Is goop solid or liquid?, 49 uInvestigate Lab: Which properties are affected by temperature?, 57 uInvestigate Lab: How can you identify chemical changes?, 65	**3.** Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.	**X**						

SE/TE: STEM Quest Kickoff: Find the Right Mix and Step on It!, 44-45 STEM Quest Check-In Lab: How can you make modeling dough?, 74-75 uInvestigate Lab: How can you separate a mixture?, 79 Quest Check-In Lab: How can you make a new and improved formula?, 86-87 Quest Findings: Find the Right Mix - and Step on It!, 88 uDemonstrate Lab: How does mass change when you make glop?, 94-95 **Realize™ Digital Resources:** **Changes in Matter** >Topic Launch>Quest Kickoff>Video: Find the Right Mix and Step on It! >Topic Close>Quest Findings>Interactivity: Find the Right Mix and Step on It!	**4.** Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	**X**						
Life Science: Matter and Energy in Organisms and Ecosystems								
SE/TE: uInvestigate Lab: What matter do plants need to make food?, 329 Crosscutting Concepts Toolbox: Energy and Matter, 330 How Plants Gain Mass, 331 Quest Check-In Lab, 334-335 **TE Only:** Focus on Mastery!	**5.** Support an argument that plants get the materials they need for growth chiefly from air and water.	**X**						

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SE/TE: Quest Kickoff: Plan Your Plate!, 316-317 uConnect lab: How much food do you need?, 318 uInvestigate Lab: How is the sun involved in your meals?, 321 Visual Literacy Connection: What Is a tropic level?, 324-325 uInvestigate Lab: How do animals get energy from the sun?, 339 Energy and Body Heat, 340 Energy and Movement, 342 Quest Check-In: Animals Use Energy, 344 Quest Findings: Plan Your Plate!, 346 **Realize™ Digital Resources:** **Energy and Food** >Topic Launch>Quest Kickoff>Video: Plan Your Plate! >Lesson 1>Energy in Food>Video: Energy in Food;>Interactivity: Energy in Food Chains >Topic Close>Quest Findings>Interactivity: Plan Your Plate!	**6.** Use models to describe that energy in animals' food (used for body repair, growth, motion, and maintenance of body warmth) originated as energy from the sun.	**X**						

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SE/TE: Photosynthesis: Model It!, 330 uDemonstrate Lab: How does matter move through an ecosystem?, 352-353 STEM Quest Kickoff: Public Relations Gone Wild!, 356-357 Visual Literacy Connection: How do factors interact in a forest ecosystem?, 364-365 uInvestigate Lab: How can matter change in an ecosystem?, 369 Visual Literacy Connection: Who eats Whom?, 372-373 uInvestigate Lab: How does change affect organisms in an ecosystem?, 379 Visual Literacy Connection: What happens to a forest ecosystem after a fire?, 380-381 Quest Check-In Lab: How does change affect organisms in an ecosystem?, 384-385 uInvestigate Lab: How does matter move through an ecosystem?, 387 Flow of Matter in Ecosystems, 388 Energy Flow in Ecosystems, 389 Quest Check-In: Moving Matter and Energy, 393 uEngineer It!: Ecosystems in a box, 394-395 STEM Quest Findings: Public Relations Gone Wild!, 396uDemonstrate Lab: How can you model matter cycles in the Earth system?, 402-403 **Realize™ Digital Resources:** **Matter and Energy in Ecosystem** >Topic Launch>Quest Kickoff>Video: Public Relations Gone Wild >Lesson 1, Ecosystems>Video: Ecosystems;>Interactivity: Interactions in an Ecosystem >Topic Close>Quest Findings>Interactivity: Public Relations Gone Wild	**7.** Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	**X**						

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Earth and Space Science: Earth's Systems								
SE/TE: Quest Kickoff: Water, Water Everywhere!, 140-141 uInvestigate Lab: Where did that water come from?, 145 uInvestigate Lab: How can you find water underground?, 155 Visual Literacy Connection: How is freshwater distributed across the Earth?, 156-157 uBe a Scientist: Modeling Water Distribution, 158 Quest Findings: Water, Water Everywhere!, 172 Evidence-Based Assessment, 176-177 uDemonstrate Lab: How can water move upward?, 178-179 **Realize™ Digital Resources:** **Earth's Water** >Topic Launch>Quest Kickoff>Video: Water, Water Everywhere! >Topic Close>Quest Findings>Interactivity: Water, Water Everywhere!	**8.** Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.	**X**						

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SE/TE: STEM Quest Check-In Lab: How do we filter water?, 160-161 STEM uInvestigate Lab: How can you separate salt from water?, 163 Threats to the Shoreline, 169 uBe a Scientist: Oil Spill in a Bottle, 169 Quest Findings: Water, Water Everywhere!, 172 Career Connection: Water Quality Specialist, 173 STEM uConnect Lab: How can we reuse materials to design new products?, 184 Quest Check-In: Efficient or Wasteful, 193 uBe a Scientist: Find Your Impact, 202 Quest Check-In: Save Energy!, 203 Reduce Human Impacts, 209 STEM Quest Check-In Lab: How do building materials affect energy efficiency?, 210-211 STEM uInvestigate Lab: How can you collect rainwater?, 213 Resource Protection, 214 Environmental Conservation, 215 Visual Literacy Connection: How do people recycle?, 216-217 Reduce and Reuse, 218 Quest Connection, 218 Resource Use, 219 Quest Check-In: Increase Conservation, 220 Quest Findings: Take Care of Earth—It's Our Home!, 222 **Realize™ Digital Resources:** **Earth's Water** >Lesson 3, Earth's Ocean>Video: Earth's Ocean Human Impacts on Earth's Systems >Lesson 4, Protection of Earth's Resources and Environments>Video: Protection of Earth's Resources and Environments;>Interactivity: Go Green;>Quiz: Protection of Earth's Resources and Environments	**9.** Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.	**X**						

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SE/TE: The Essential Question: How can you model interactions among Earth's systems?, 97 Quest Kickoff: Connect the Spheres, 98-99 uConnect lab: How can you model Earth?, 100 uInvestigate Lab: How does water move through soil?, 103 Visual Literacy Connection: What are parts of Earth's geosphere and biosphere?, 106-107 uBe a Scientist, 108 uInvestigate Lab: How does a greenhouse work?, 111 Visual Literacy Connection: What are parts of Earth's hydrosphere?, 112-113 Quest Check-In Lab: Where are Earth's spheres?, 116-117 uInvestigate Lab: How does the geosphere affect the hydrosphere?, 121 Visual Literacy Connection: How does the ocean affect other systems on Earth?, 124-125 Quest Findings: Connect the Spheres, 130 Evidence-Based Assessment, 134-135 uDemonstrate Lab: How are the spheres represented in a terrarium?, 136-137 **Realize™ Digital Resources:** **Earth's Systems** >Topic Launch>Quest Kickoff>Video: Connect the Spheres >Lesson 2, Hydrosphere and Atmosphere>Video: Hydrosphere and Atmosphere;>Interactivity: Earth's Four Spheres >Lesson 3, Interactions Among Earth's Systems>Video: Interactions Among Earth's Systems;>Virtual Lab: Build Your Dream Park;>Interactivity: Interactions Among Earth's Systems	**10.** Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	**X**						

SE/TE: Human Uses of Energy, 198 Energy from Fuels, 198 Energy from Nonfuel Sources, 199 Visual Literacy Connection: Where is electrical energy generated?, 200–201 Impacts of Energy Production, 202 **Realize™ Digital Resources:** **Human Impacts on Earth's Systems** >Lesson 2, Earth's Energy Resources> Video: Earth's Energy Resources	**11.** Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	**X**						
Realize™ Digital Resources: **Earth's Water** >Lesson 1, Water Cycle>uEngineer It! Video: It's Melting! **Human Impacts on Earth's Systems** >Lesson 3, Human Activity and Earth's Systems>Interactivity: Causes of Environmental Damage	**12.** Generate and compare multiple solutions to reduce the impacts of natural Earth processes on the human population.*	**X**						
Earth and Space Science: Space Systems: Stars and the Solar System								
SE/TE: STEM Quest Kickoff: Keeping the Planets in Order, 232-233 uInvestigate Lab: How are distance and brightness related?, 237 Quest Check-In: Fun in the Sun, 243 Quest Findings: Keeping the Planets in Order, 265 **Realize™ Digital Resources:** **Solar System** >Topic Launch>Quest Kickoff>Video: Keeping the Planets in Order >Topic Close>Quest Findings>Interactivity: Keeping the Planets in Order	**13.** Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.	**X**						

SE/TE: uConnect Lab: How can spinning affect a planet's shape?, 276 uBe a Scientist: Shadow Play, 296 Quest Findings: Plan a Trip Around the World of Patterns, 306 Evidence-Based Assessment, 310-311 uDemonstrate Lab: What can we tell from shadows?, 312-313	**14.** Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	**X**						
Engineering, Technology, and Applications of Science								
SE/TE: uEngineer It! Define STEM: Robot Chef, 24–25 STEM Quest Kickoff: Find the Right Mix—and Step on It!, 44–45 uEngineer It! Define STEM: It's Melting!, 152–153 STEM Quest Check-In Lab: How do building STEM uInvestigate Lab: How can you find water underground?, 155 STEM Quest Check-In Lab: How do we filter water?, 160–161 STEM uInvestigate Lab: How can you separate salt from water?, 163 STEM uConnect Lab: How can we reuse materials to design new products?, 184 materials affect energy efficiency?, 210–211	**15.** Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	**X**						

SE/TE: STEM Quest Check-In Lab: How can you make modeling dough?, 74–75 STEM uInvestigate Lab: How can you find water underground?, 155 STEM Quest Check-In Lab: How do we filter water?, 160–161 STEM uInvestigate Lab: How can you separate salt from water?, 163 STEM uConnect Lab: How can we reuse materials to design new products?, 184 uEngineer It! Design STEM: Make Energy the Solar Way, 194–195 STEM Quest Check-In Lab: How do building materials affect energy efficiency?, 210–211 STEM uInvestigate Lab: How can you collect rainwater?, 213 STEM uDemonstrate Lab: How can you use the energy of water?, 228–229	**16.** 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.	**X**						

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SE/TE: Quest Check-In Lab: How can you make a new and improved formula?, 86–87 STEM Quest Findings: find the Right Mix—and Step on It!, 88 uEngineer It! Improve STEM: A New Home, 118–119 STEM uInvestigate Lab: How can you find water underground?, 155 STEM Quest Check-In Lab: How do we filter water?, 160–161 STEM uInvestigate Lab: How can you separate salt from water?, 163 STEM uDemonstrate Lab: How can water move upward?, 178–179 STEM uConnect Lab: How can we reuse materials to design new products?, 184 STEM Quest Check-In Lab: How do building materials affect energy efficiency?, 210–211 STEM uInvestigate Lab: How can you collect rainwater?, 213 STEM uDemonstrate Lab: How can you use the energy of water?, 228–229 Engineering Practices: Optimizing Solutions, EM13	**17.** 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.	**X**						