



CALIFORNIA
elevatescience
SEGMENTS

ALSO AVAILABLE IN SPANISH

CALIFORNIA

elevatescience
SEGMENTS



uDo! uLearn!

Let students experience the wonder of science—the doing, questioning, and digging.

California Elevate Science supports teaching the CA NGSS and Performance Expectations. Students investigate phenomena, engineer solutions, and demonstrate their understanding.

Three-dimensional learning connects science knowledge with science “doing.”

ALSO AVAILABLE

CALIFORNIA

elevantciencias



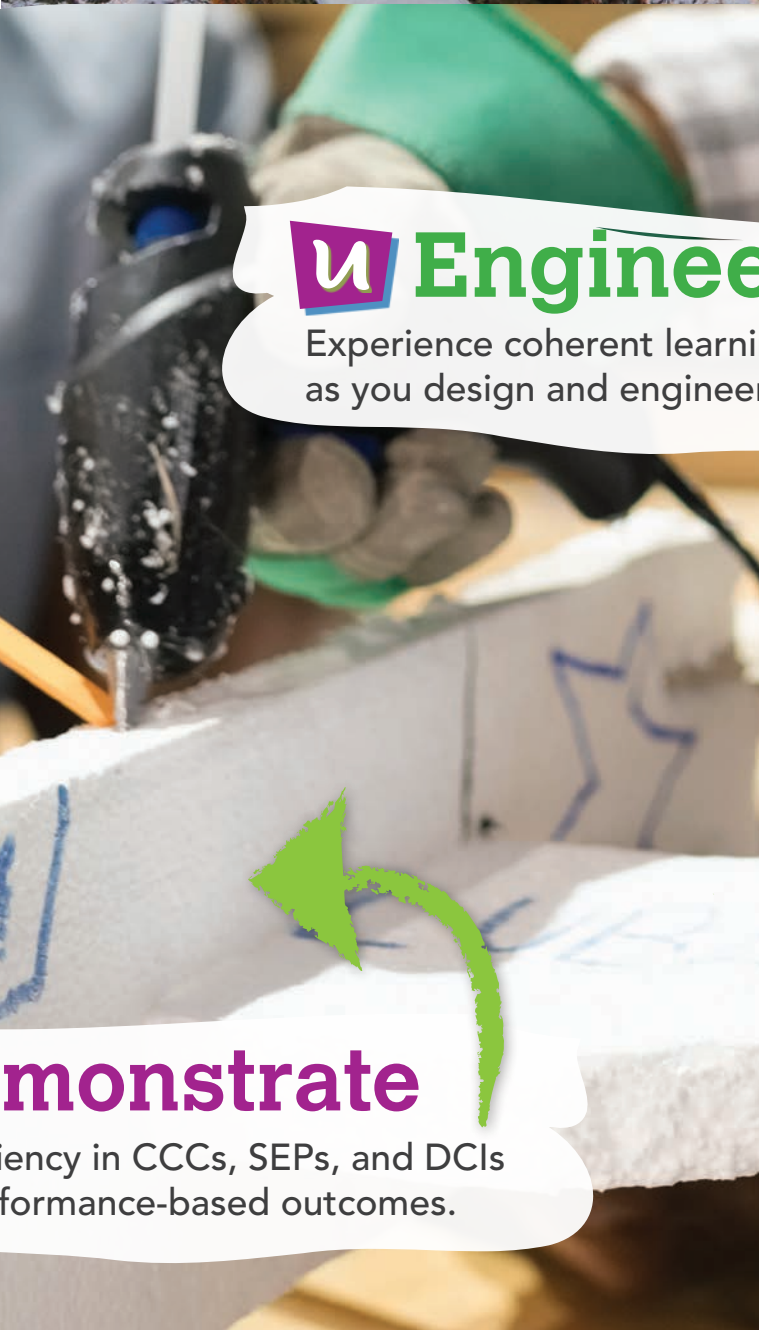
u Do

Show proficiency through performance



Investigate

Inquire about local, relevant phenomena through the lens of three-dimensional learning.



Engineer

Experience coherent learning progressions as you design and engineer new solutions.



Demonstrate

Agency in CCCs, SEPs, and DCIs
Performance-based outcomes.



Three-Dimensional Learning

California Elevate Science engages students in phenomena through the three dimensions of of the CA NGSS. This coherent K-8 curriculum creates a tight learning progression that ensures student success on the CAST.

California Elevate Science uses **relevant local interests** to build on what students know, encourages them to **ask questions**, and challenges them to **solve real-world problems**. This is illustrated through a series of Instructional Segments called California Spotlights.

Scientific and Engineering Practices

The SEPs are the driving factor in creating an active learning environment within **California Elevate Science**. Students answer questions and solve problems through phenomena-based, real-world scenarios. Necessary tools are incorporated for students to experience first-hand open inquiry like a scientist and engineer.

Crosscutting Concepts

California Elevate Science teaches students to think through cross-cutting concepts like a scientist. Students observe phenomenon and begin to question if it is a single event or part of a larger cycle. This is achieved through numerous experiences within the California storylines, project-based learning activities, and numerous labs found in the program.

Phenomena

Phenomena is the heart of a student's science experience in **California Elevate Science**. It immerses students in three-dimensional learning through storylines and real-world scenarios.

Disciplinary Core Ideas

California Elevate Science incorporates the DCIs to better prepare students for college and career readiness. Through the embedded application of DCIs, students develop understanding to the depth and breadth of scientific and engineering experiences.

Strong Vertical Articulation

Look for the Learning Progressions Chart at the beginning of each topic in the Teacher Edition to see what students should know, what they are learning, and how they will apply skills in the future.



Unpacking an Instructional Segment

Anchoring Phenomenon

- Features California phenomena
- Ask Questions
- Identify the Problem
- Investigate Possible Solutions
- Communicate Proposed Solutions

California Spotlight



Investigative Phenomenon

- Bundle of related performance expectations
- Create relevant learning experiences
- Students “figure it out” through problem-based learning experiences

Topics

Topics

Everyday Phenomenon

- Reflects the three dimensions of the CA NGSS
- Weaves together content, process, and application
- 5E Lessons
- Hands-on experiences

Lessons

Lessons

Lessons

Revisit the Anchoring Phenomenon

- Present evidence
- Communicate solutions

California Spotlight

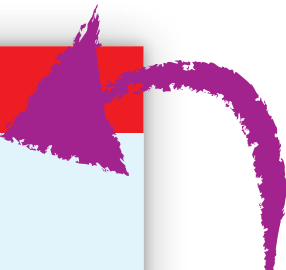
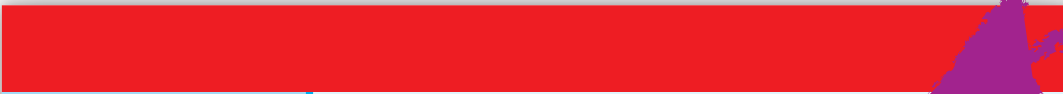


Anchoring Phenomenon

California Elevate Science Segments begin with an **Anchoring Phenomenon** that's relevant to students' lives.

Spotlight on the
Anchoring Phenomenon

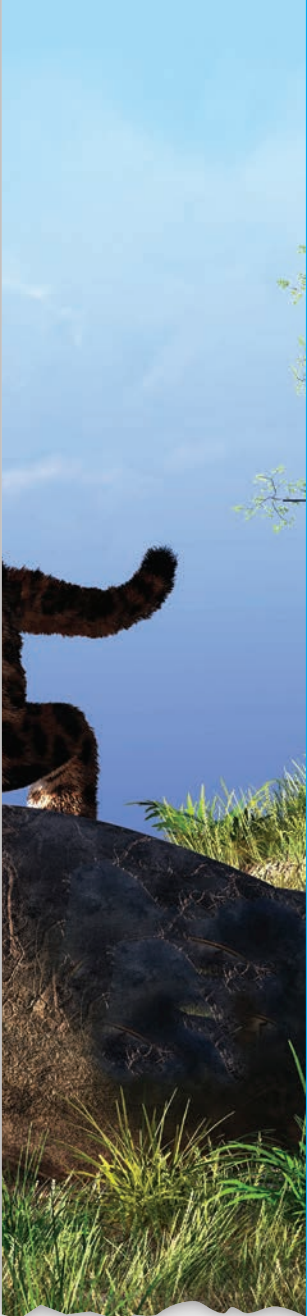




How can we learn about animals, plants, and Earth from the past to the present?

Explore It

Look at the picture. What do you observe? What questions do you have about the phenomenon? Write your observations and questions in the space below.



1

Teachers can utilize online slide decks and the **Spotlight on the Anchoring Phenomonon** to introduce the Anchoring Phenomenon while students engage in inquiry.

California Spotlight

The **California Spotlights** facilitate the productive struggle students will experience as they identify the problem, conduct an investigation, and communicate a solution.

Identify the Problem based on information provided in the California Spotlight introduction and through student discourse.

California Spotlight



Instructional Segment 3

3-LS4-3

Guiding Questions

- How does the environment affect living organisms?
- How do organisms' traits help them survive in different environments?
- What happens to organisms when the environment changes?

Topics

- 4 Adaptations and Survival
- 5 Fossil Evidence

Before the Topics

Identify the Problem

What Happened to California's Big Mammals?

Phenomenon In Hancock Park in Los Angeles, a sticky black material called asphalt forms smelly, bubbling pools on the ground. It is so sticky that insects, worms, and other small animals can become trapped in it on warm days. These pools, called the La Brea tar pits, are what's left of an asphalt mine that occupied this land during the 1800s when it was called Rancho La Brea.

Between 50,000 and 11,000 years ago, asphalt pools trapped many different plants and animals here, preserving their remains.

Today, Rancho La Brea is in an area of Los Angeles, California.



This is a small bubbling pool of asphalt at the La Brea tar pits in Los Angeles, California.



Revisit the Anchoring Phenomenon

Conduct an Investigation

Now that you have studied the topics in this segment, you can complete the activity.

Interactions at the Tar Pits

When saber-toothed cats were alive, this region appeared much different than today. Some mammals, such as the mammoth and ground sloth, ate plants. Other mammals, like the dire wolf and saber-toothed cat, hunted together and ate other animals. Many birds, including the golden eagle, also ate animals.



Ground sloths found at the tar pits were almost two meters (about six feet) tall.



Revisit the Anchoring Phenomenon and **Conduct an Investigation** using information learned within Investigative Phenomenon Topics.

Analyze a Phenomenon About 90 percent of bone fossils found at the La Brea tar pits came from animals that ate other animals. Why do you think this is true?

Changed Environment

The fossil record suggests that as the conditions of the region changed, the environment did too. As temperatures warmed, the environment became drier. The California juniper, an ancient plant species, adapted to having less water and is still found in California today. Some animal species, such as the coyote and weasel, were able to adapt. But many animal species, including the mammoth, western horse, and saber-toothed cat could not survive the environmental changes. Some of these extinct species are similar to animals of today. They have slightly different traits that help them survive in the changed environment.

Revisit the Anchoring Phenomenon

Each Instructional Segment explores different aspects of the **Anchoring Phenomenon** and closes with an opportunity to synthesize evidence and explain ideas.

Similar Animal Pairs

Research and compare an extinct animal found in the La Brea tar pits and a similar modern animal. Find evidence of why some animals could have survived the change in California's environment after the last Ice Age and others did not.

Use the graphic organizer to record your findings.



This is a model of a Columbian mammoth at the La Brea tar pits in Los Angeles, California.

	Extinct Animal from the Ice Age	Similar Modern Animal
Animal name		
Description of animal traits		



Revisit the Anchoring Phenomenon

Communicate a Solution

California Spotlight

SEP Communicate Make a poster that describes how differences in one or more traits of similar animals could have led some of them to extinction while others survived. Then, present and compare your poster to those of your classmates.

CCC Patterns Are there patterns in how the traits of extinct animal species compare to similar traits of species that survived the last ice age? Explain.

CCC Cause and Effect Why do you think that your extinct animal was not able to survive as the environment changed?

Communicate a Solution

in response to data and evidence collected.

Problem-Based Learning

The **Quest PBL** challenge supports understanding of the **Investigative Phenomenon** to encourage open-ended inquiry.

Quest PBL

Quest Kickoff

launches the problem-based challenge, engaging the student in the investigative phenomenon featured in the topic.

Quest Check-In

connects student learning within the lesson to the problem-based challenge.

Written in Stone

What can you find out from fossils?

Figure It Out Hello there! I am Tanya Hayden, paleontologist and fossil hunter. My team has collected fossils from different digs. Unfortunately, the labels got mixed up. I need your help to figure out where the fossils came from.



Like a paleontologist, you will look at each fossil. Then you will use what you know about fossils to decide where each one came from.

Follow this path to learn how you will complete the Quest. The Quest activities will help you complete the Quest successfully. Check off your progress on the path when you complete an activity with a **QUEST CHECK OFF**. Go online for more Quest activities.

Quest Check-In

Lesson 1

Gather clues from fossils.



CA Next Generation Science Standards

3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.



It opens the door for local to global scaffolded explorations while students present solutions to the original challenge using claim-evidence-reasoning.

VIDEO
Watch a video about fossils.

Quest Check-In
Lesson 2
Compare fossils to similar organisms that live today.

Quest Check-In Lab
Lesson 2
Use what you have learned to match fossils to possible dig sites.

Quest Findings
Use the evidence you collected to make a hypothesis about where fossils come from.

Quest PBL **49**



Quest Findings
Students present solutions to the original challenge using the evidence at the end of a topic.

The 5E Instructional Model

The consistent, easy-to-follow **5E Instructional Model** ensures success as students explore Everyday Phenomena. Students **do science, engage in discourse, gather evidence, document reasoning, and propose solutions.**

ENGAGE

- Phenomena Interactions
 - Observable
 - Hands-on
 - Digital
- Science Notebooking Activities

EVALUATE

- Formative Assessments with Remediation Activities
- Rubrics

Short on Time?



No worries! We have built in an **alternate route**. Just look for the yellow clock in the lesson planner to ensure you teach science content in less time.





EXPLORE

EXPLORE

- ulInvestigate Labs
- Interactivities
- Virtual Labs
- Science Notebooking Activities
- Visual Literacy Activities

EXPLAIN

EXPLAIN and ELABORATE

- Interactive Model It, Question It, Design It
- Quest Interactivities, Labs, and Check-Ins
- Hands-on Labs
- Focus on Mastery Activities
- Science Notebooking Activities
- Enrichment Activities

ELABORATE



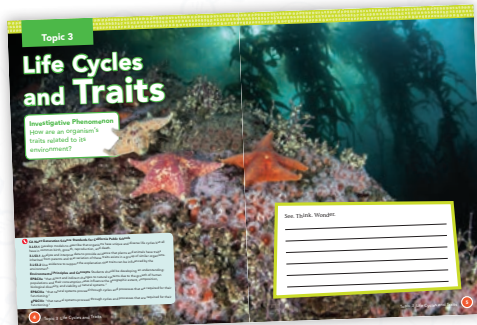
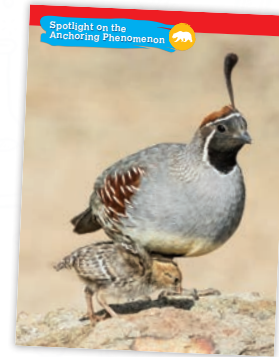
It's the Science of Doing!

California Elevate Science immerses students in anchoring, investigative, and everyday phenomena to support three-dimensional learning and the science of “doing.”

Look for these key features:

1 Spotlight on the Anchoring Phenomenon

- Begins each instructional segment
- Introduces local California Phenomena

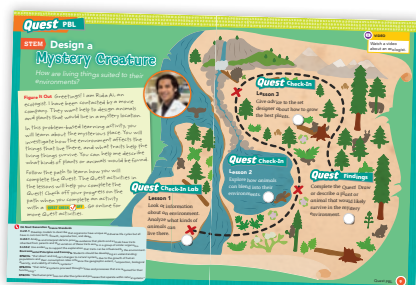
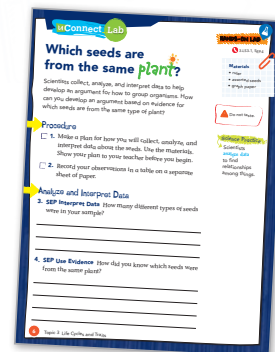


2 Investigative Phenomena

- “Figure out” the Anchoring Phenomenon through exploration
- Students connect what they see, what they know, and what questions need answering.

3 uConnect Lab

- Engages students to the Investigative Phenomenon
- Quick and easy lab set-up



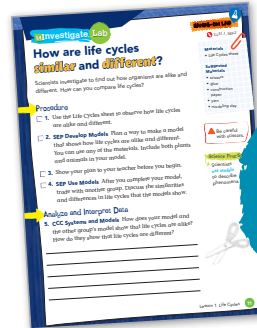
4 Quest PBL

Presents a problem-based learning activity to “Figure it out” with hands-on and digital experiences.



5 Everyday Phenomena

- Hands-on open inquiry experiences
- Promotes productive student discourse



Download Editable Labs Online

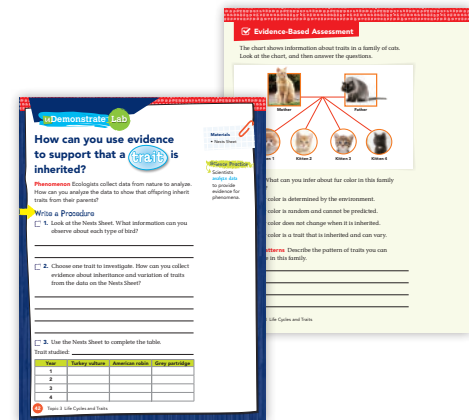


6 Engineering and Design

- Engineering and Design Process embedded in each topic
- Extension activities developed in partnership with littleBits

7 Robust Assessments

- Formative, Summative, and Performance-based assessments available in each topic
- Evidence-Based Assessment and uDemonstrate PBAs present new scenarios and new settings to apply understanding.



8 Revisit the Anchoring Phenomenon

- Concludes the segment and connecting topics to demonstrate understanding
- Students design a solution to local and relevant phenomenon

STEM/STEAM Innovation and Design

California Elevate Science engages and empowers all students to be the world's next generation of inventors, explorers, and innovators by inspiring a restless curiosity and craving for exploration.

Engineer It! **Model** **STEM** 3-5-ETS1-1

Rebuilding Dinosaurs

Phenomenon Everyone would like to see what the body of a fossil organism really looked like. It is rare to find a fossil that shows a whole body. Only a few bones or trace fossils might be found. Even with a complete fossil, many characteristics of the fossil organisms will not be known. For example, we know a lot about dinosaurs. But fossils do not tell us to what color most kinds of dinosaurs were.

Computer engineers can help. They write programs that can infer 3-D models from incomplete fossils. They use computer-aided design, or CAD. A CAD program produces a possible model of what an organism might have looked like. Then a 3-D printer makes the model in layers of plastic.

Influence of Engineering, Technology, and Science How could you build a model from the smaller, fossilized parts of an organism? Discuss your ideas with a partner.

VIDEO
Watch a video about how scientists use x-rays to study fossils.



- Follow the Engineering Process
- Define Problems
- Develop Solutions
- Optimize Solutions

70 Topic 5 Fossil Evidence



Exclusive littleBits Partnership

littleBits™ has joined forces with **California Elevate Science** to power student engagement with color-coded, electronic bits. Students explore, design, and build innovative ideas. littleBits extension activities correlate to uEngineer It activities to apply the Engineering Design Process.



littleBits
activities further energize STEM/STEAM innovation and inventiveness.

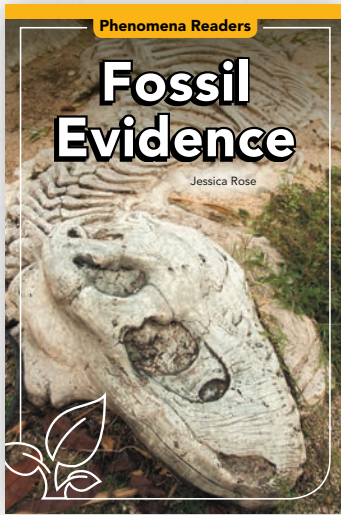


uEngineer It! Maker Crates

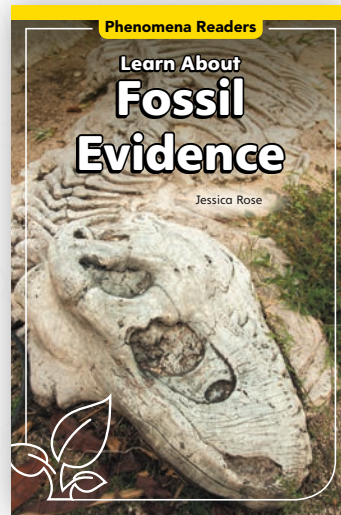
Students channel “inventor” creativity with materials that support the Engineering/Design standards. Each kit includes plenty of reusable materials for ongoing innovation, iteration, and design improvement.

Literacy and Math Integration

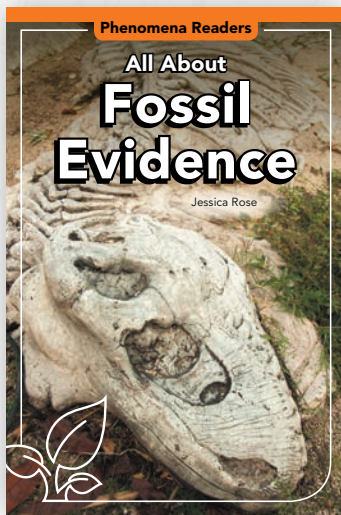
California Elevate Science conveniently provides standards connections to ELA, ELD, and Math.



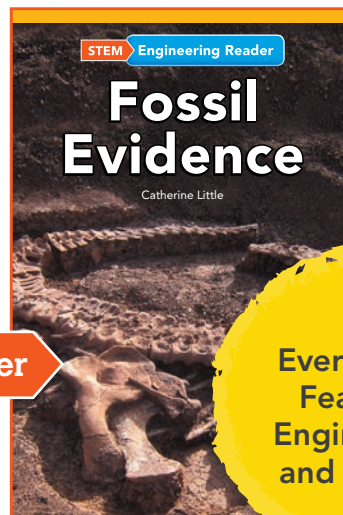
On Level



Below Level



Above Level



STEM Reader

**Every Topic
Features
Engineering
and Design**

Leveled Phenomena and STEM Engineering Readers

- Three levels per science topic
- Topic STEM Engineering Reader builds Engineering and Design Skills.
- Available digitally on Savvas Realize™ with audio

Use Evidence from Text

Evidence is a clue that can be observed. It helps you explain things. You can collect clues and use the information to form new ideas. Here is how to use evidence from text:


- Find the main idea of the text.
- Underline or circle specific facts.
- Ask if the facts support the main idea.

Read this paragraph. Look for evidence from the text.

A Wall of Bones
Dinosaur National Monument, Utah, has a rocky pit with more than 1,500 dinosaur bones. Visitors can touch dinosaur bones exactly where a river dropped them nearly 150 million years ago.

Literacy Connection

GAME
Practice what you learn with the Mini Games.

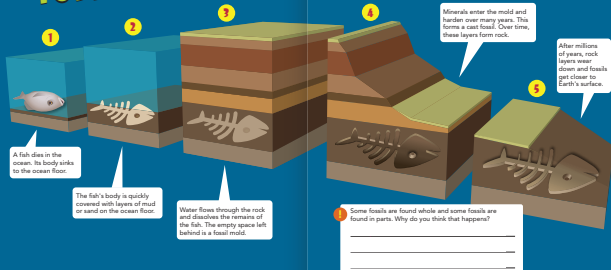


Literacy Connection Mini-Lessons

- Introduces **Key Literacy Skills and Strategies** while working within the Investigative Phenomenon
- Downloadable from **SavvasRealize.com**

Visual Literacy Connection

How does a fossil form?



1. A fish dies in the ocean. Its body sinks to the ocean floor.

2. The fish's body is quickly covered with layers of mud or sand on the ocean floor.

3. Minerals enter the mold and harden over many years. This forms a cast fossil. Over time, these layers form rock.

4. Minerals enter the mold and harden over many years. This forms a cast fossil. Over time, these layers form rock.

5. After millions of years, rock layers wear away and fossils get closer to Earth's surface.

1. Some fossils are found whole and some fossils are found in parts. Why do you think that happens?

Topic 3 Fossil Evidence Lesson 1 Fossil


Visual Literacy Connections

- Presents a visual representation of difficult science topics
- Provides a method for students to record their understanding
- Creates a quick study support for students
- Serves as a Formative assessment tool for teachers

STEM Math Connection

Measure

Scientists make careful, exact measurements. The metric ruler shows that this fossil, called a trilobite, is 9 centimeters long. Use a metric ruler to measure the different parts of this fossil reptile. Always measure twice to make sure you have the right measurements.



Body part	Length
whole body (head to tip of tail)	
head	
left shoulder to elbow	
tail	
back right foot	

Math Toolbox

Perform Multi-Digit Arithmetic Suppose ten groups of Canada geese migrate to San Diego, California before winter. Each group has 12 geese. How many total geese are in the groups that migrated?

STEM Math Connection 001

Math Connections and Toolboxes

- Seamlessly integrates math skills and strategies into the Investigative Phenomenon
- Quick practice problems build skills and strategies connected to science content.

Assessment

California Elevate Science is rich with assessment opportunities to improve learning, ensure success on the CAST, and inform teaching.

Examples of Assessments Found in *California Elevate Science*

Diagnostic

- Entry Level
- Readiness

Formative

- Scaffolded Question Probes
- Checkpoint Questions
- Lesson Checks
- Lesson Quizzes
- Topic Reviews
- uInvestigate Labs

Summative

- Topic Tests
- Evidence-Based Assessments
- Benchmark Assessments
- End-of-Year Assessments

Performance Tasks

- Instructional Segment Assessments
- uDemonstrate Labs
- uEngineer It! STEM Labs
- Virtual Labs
- Quests

Formative Assessment

Scaffolded Questions Help students set a frame for reading by asking them to think of an answer to the following guiding question: *Why does a species need to adapt?* Then, have them complete the Visual Literacy Connection to see if their answer was correct. When they finish, use the following questions to assess their **Depth of Knowledge** levels of understanding.

Tell What is an adaptation? **DOK1**

What part of the reading provides evidence for your answer?

Relate What will happen to a saguaro cactus that has only one arm in comparison to one that has several arms? **DOK2**

Formulate What might be some other adaptations needed for an individual cactus to survive better than others cactuses in a desert environment? **DOK3**

Formative Assessment

- Probes students' prior knowledge before beginning a topic
- Questions increase in difficulty and complexity.
- Includes a depth of knowledge (DOK) level



Evidence-Based Assessments

- Scenario-based, multi-component task
- Simultaneously assess multiple practices
- Demonstrate conceptual understanding of the topic's science ideas

3-LS4-1, 3-LS4-3

Evidence-Based Assessment

Look at the diagram of the fossil bed, and then answer questions 1–5.

1. CCC Patterns Describe how the environment changed in this location.

2. SEP Use Evidence Describe the evidence that supports your answer to question 1.

3. SEP Analyze Data Which statements can be supported by the data in the diagram? Select all that apply.

The animals in layer V were the first to live in this place.

All of the sea fossils formed at about the same time.

The environment probably changed sometime between layer X and layer Z.

The area was once dry land and then it later became an ocean.

4. SEP Construct Explanations What might explain why no fossils are in layer Y?

5. SEP Interpret Data In which layer would you expect to find a fossil of a tree?

A. layer V

B. layer W

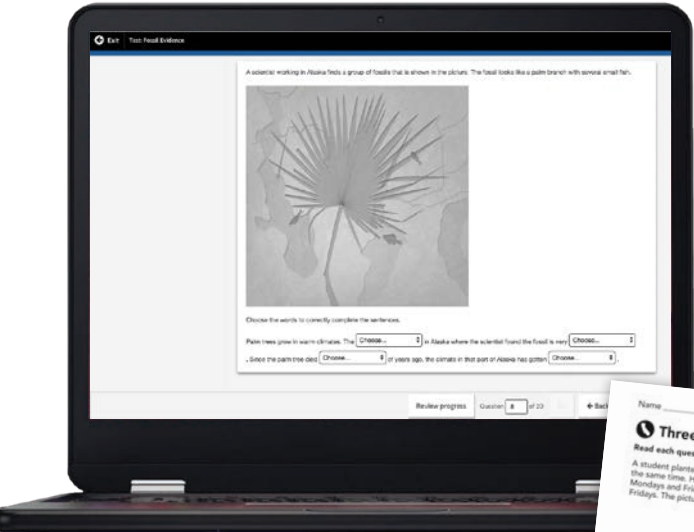
C. layer X

D. layer Y

E. layer Z

74 Topic 5: Fossil Evidence

Evidence-Based Assessment 75



Online and Digital Assessments

- Assessments aligned to the Performance Expectations through the SEPs, DCIs, and CCCs
- Performance-based assessments are included for each topic.

- ExamView® provides full customization and modification of needed assessments.

Name _____ Date _____

Three-Dimensional Assessment 1

Read each question and choose the best answer.

A student planted three bean plant seeds in pots in the same location at the same time. He watered Plant 1 only on Fridays. He watered Plant 2 on Mondays and Fridays. He watered Plant 3 on Mondays, Wednesdays, and Fridays. The picture shows how the bean plants looked after 14 days.

1

Which trait was affected by the amount of water each bean plant received?

the shape of the plant's leaves

the height of the plant

the direction the plant is growing

the kind of plant that is growing

2

Circle the words that correctly complete the sentence.

Plant 1 received the least / same / most amount of water and grew the least / same / most.

California Elevate Science Three-Dimensional Assessment



Performance-Based Assessment

uDemonstrate Lab

How well will the rabbit SURVIVE?

Phenomenon On a summer day, a pet black rabbit accidentally got loose in the Arizona desert. This rabbit is not native to the desert. The desert cottontail rabbit is native to the desert. The data table compares the characteristics of each kind of rabbit. Will the escaped rabbit survive in the desert?

Black rabbit	Desert cottontail
dark fur	light fur
floppy ears	upright ears
needs fresh water	gets water from food

Procedure

- Write your hypothesis. How well could the black rabbit survive in the desert during the summer?
- Make a plan to test your hypothesis.

Materials

- lamp
- white cloth
- black cloth
- thermometers

Suggested Materials

- small boxes

Do not touch hot lamp.

Science Practice

Scientists use models to help to explain the world around them.

3. Get your teacher's approval before you begin. Conduct your test. Record your data.

Analyze and Interpret Data

4. Evaluate Data Does the evidence support your hypothesis? Explain.


5. Use Evidence Construct an argument about the survival chances of the escaped rabbit in the summer. Use evidence to support your claim.

6. Predict Which rabbit is most likely to be captured by a predator? Explain.

HANDS-ON LAB

3-LS4-4, SEP-2, SEP-7

Observations



uDemonstrate Labs

- Provides new scenarios and challenges to help students show what they know
- Integrates all dimensions of the Performance Expectations
- Investigate by building and observing models, designing and engineering solutions
- Rubrics are included online to guide and assess students' work.

Instructional Segment Assessments

- Students conduct an investigation and analyze data.
- Assess students' mastery of the three dimensions of a Performance Expectation
- Evaluation Rubrics are included online.

California Spotlight
Instructional Segment 3

Before the Topics
Identify the Problem

What Happened to California's Big Mammals?

Phenomenon In Hancock Park in Los Angeles, a sticky black material called asphalt forms smelly, bubbling pools on the ground. It is so sticky that insects, worms, and other small animals can become trapped in it on warm days. These pools, called the La Brea tar pits, are what's left of an asphalt mine that occupied this land during the 1800s when it was called Rancho La Brea.

Between 50,000 and 11,000 years ago, asphalt pools trapped many different plants and animals here, preserving their remains.

Today, Rancho La Brea is in an area of Los Angeles, California.

Guiding Questions

- How does the environment affect living organisms?
- How do organisms' traits help them survive in different environments?
- What happens to organisms when the environment changes?

Topics

- 4 Adaptations and Survival
- 5 Fossil Evidence

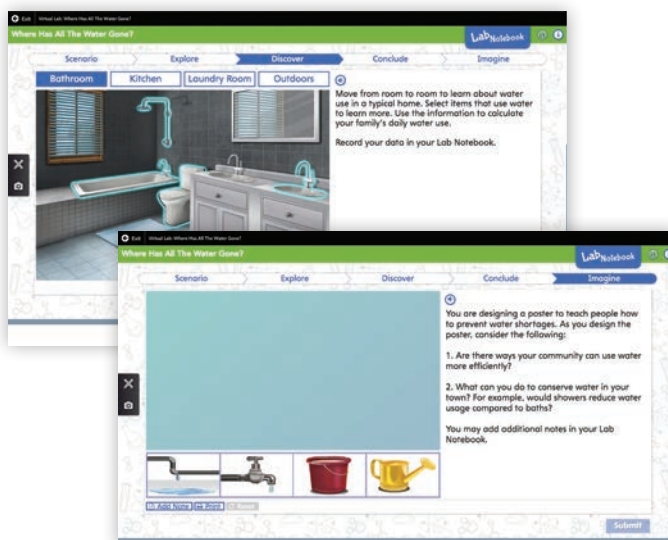
138 California Spotlight Instructional Segment 3






Virtual Labs

- Quick, accessible, efficient digital investigations
- Open-ended with multiple simulations
- Assesses all dimensions of the Performance Expectation



uEngineer It! Model STEM

Rebuilding Dinosaurs

Phenomenon Everyone would like to see what the body of a fossil organism really looked like. It is rare to find a fossil that shows a whole body. Only a few bones or trace fossils might be found. Even with a complete fossil, many characteristics of the fossil organisms will not be known. For example, we know a lot about dinosaurs. But fossils do not give clues to what color most kinds of dinosaurs were.

Computer engineers can help. They write programs that can infer 3-D models from incomplete fossils. They use computer-aided design, or CAD. The CAD program produces a possible model of what an organism looked like. Then a 3-D printer makes the model in layers of plastic.

CCC Influence of Engineering, Technology, and Science How could you build a model from the smaller fossilized parts of an organism? Discuss your ideas with a partner.

Watch a video about how scientists use x-rays to study fossils.

3-5-ETS1-1

20 Topic 5 Fossil Evidence

STEM uEngineer It

Focuses on the nature of Science and Engineering Standards, where students apply the topic knowledge to an engineering challenge or problem

Quests

- Check-in tasks separately assess student proficiency in individual dimensions.
- **Quest Findings** determine students' ability to integrate the 3-dimensions in a specific context.

Quest PBL

Written in Stone

What can you find out from fossils?

Figure It Out! Hello there! I am Tanya Hayden, paleontologist and fossil hunter. My team has collected fossils from different digs. Unfortunately, the labels got mixed up. I need your help to figure out where the fossils came from.

Like a paleontologist, you will look at each fossil. Then you will use what you know about fossils to decide where each one came from.

Follow this path to learn how you will complete the Quest. The Quest activities will help you complete the path when you complete an activity with a **quest check** ✓✔✔. Go online for more Quest activities.

Watch a video about fossils.

Quest Check-In

Lesson 1
Gather clues from fossils.

Lesson 2
Compare fossils to similar organisms that live today.

Quest Check-In Lab

Lesson 2
Use what you have learned to match fossils to possible dig sites.

Quest Findings
Use the evidence you collected to make a hypothesis about where fossils come from.

CA Next Generation Science Standards
3-5-5-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

Quest PBL 49

Differentiation Support

California Elevate Science provides point-of-use resources to support teachers and the diverse needs of California students.

CONNECT IT

All living things have characteristics that help them survive in their habitats. If a living thing can survive, it will be able to reproduce. What characteristics might help the frog live long enough to reproduce?

Connect It activities open discussions around the Everyday Phenomenon and set the stage for hands-on explorations within the lesson.

CONNECT IT

Everyday Phenomenon Have students read about living things in habitats. Ask volunteers to explain how living things survive.

Differentiated Instruction

Special Education

Write a simple definition of *survive* and *adaptation* on flashcards and review both terms before students complete the activity. Have students use the flashcards as they complete the activity.

Below Level

With students, make a Venn diagram, listing similarities and differences between the two cacti. Then have students draw a conclusion based on the Venn diagram as to which cactus will produce more offspring.

Advanced

Have students think of other individual plants or animals of a species that have different adaptations to better their chances of survival. Ask students to develop flow charts to show those adaptations and how they help with survival.

ELD Support

ELD.PII.3.7

Reading Use the "Connect It" paragraph, image of the frog, and the clauses below to help English Language Learners and Non-Standard English Speakers condense clauses in a variety of ways.

Emerging Have students condense the following clauses to describe the frog: *It's neon. It's green.*

Expanding Have students condense the following clauses about different animal patterns to create a detailed sentence: *They have patterns. They are spots, stripes, or patches.*

Bridging Have students condense the following clauses about animals to develop a detailed and precise sentence: *They have patterns. They are colorful. They are able to hide from predators.*

Differentiated Support

suggests ways to assist students with diverse needs.



Focus on Mastery!

SEP Asking Questions Scientists question their investigations and question each other to generate explanations about plant adaptations. Have students ask questions about what is shown on the visuals. Display these questions on the board. Refer back to the questions after students have completed the interactivity. Discuss how students can use these questions to validate their scientific knowledge of cactuses.

Focus on Mastery!

SEP Constructing Explanations Remind students that communication between scientists is important to the scientific community. No scientist truly works alone and comes to significant scientific conclusions based solely on his or her own investigations. Have students share their procedures with other students and talk about how they formed explanations from the evidence they gathered. Then have the class discuss how the pieces of evidence from different investigations led to similar understandings, or perhaps different understandings.

Focus on Mastery!

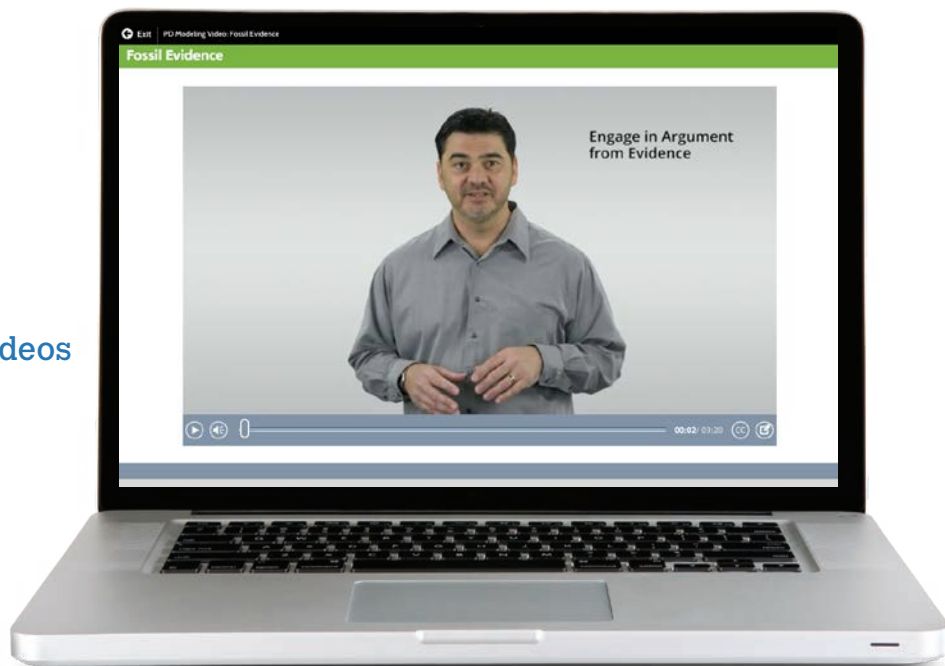
SEP Engaging in Argument from Evidence

Guide students to see that developing and using a model allows them to make observations, form explanations, and use the evidence and their explanations to back up their arguments they make. Have students determine how the paper models represent a flock of flying birds and allows them to construct explanations about how real birds are able to fly so far.

Focus on Mastery supports teachers in coaching and guiding them through figuring out the phenomenon.

Professional Development Videos

preview lessons, strategies, and outcomes.

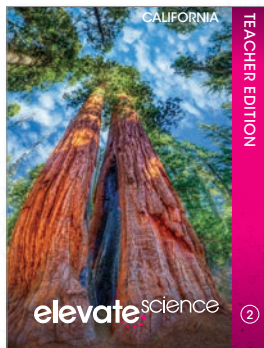


California Print Resources and Kits

California Elevate Science offers an array of resources for students to investigate phenomena, engineer solutions, and demonstrate their understanding.

Student Edition

- Print and online interactive worktext
- Four Instructional Segments
- Local California Phenomena

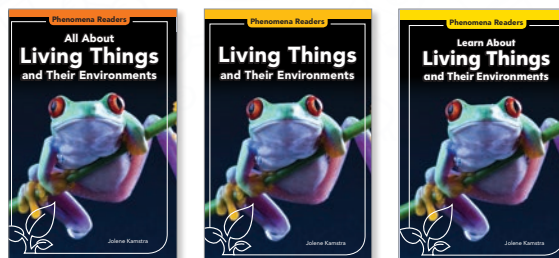


Teacher Edition

- Full lesson plans and instructional strategies
- Integrated ELD Support Rubrics
- Integrated Math and ELA standards

Leveled Readers

- Below, On, and Above Level
- 100% Informational Text



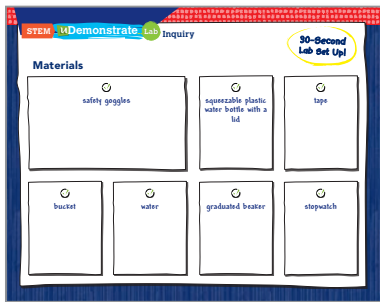
STEM Engineering Readers

- Applies Science and Engineering Practices
- Develops critical thinking and literacy skills
- Engages students in real-world phenomena
- Supports close reading of complex text
- Requires students to compare and synthesize information



Classroom Materials Kit

- Contains materials to implement the scaffolded labs
- Organized into Topic bags for easy set-up
- Refill kits available for quick and easy replacement



uDemonstrate Activity Placemats

- 11" x 17" laminated mat
- Organizational tool for lab materials
- Includes activity directions and alternate leveled labs

uEngineer It Maker Crates

- Kits span grade levels: K-2 and 3-5
- Contains reusable and consumable materials
- Crate organizes and manages materials
- Perfect for outfitting makerspaces



littleBits



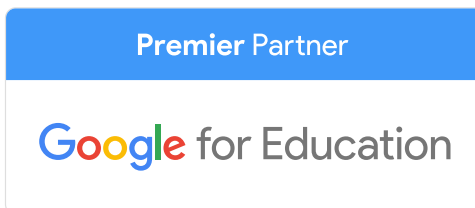
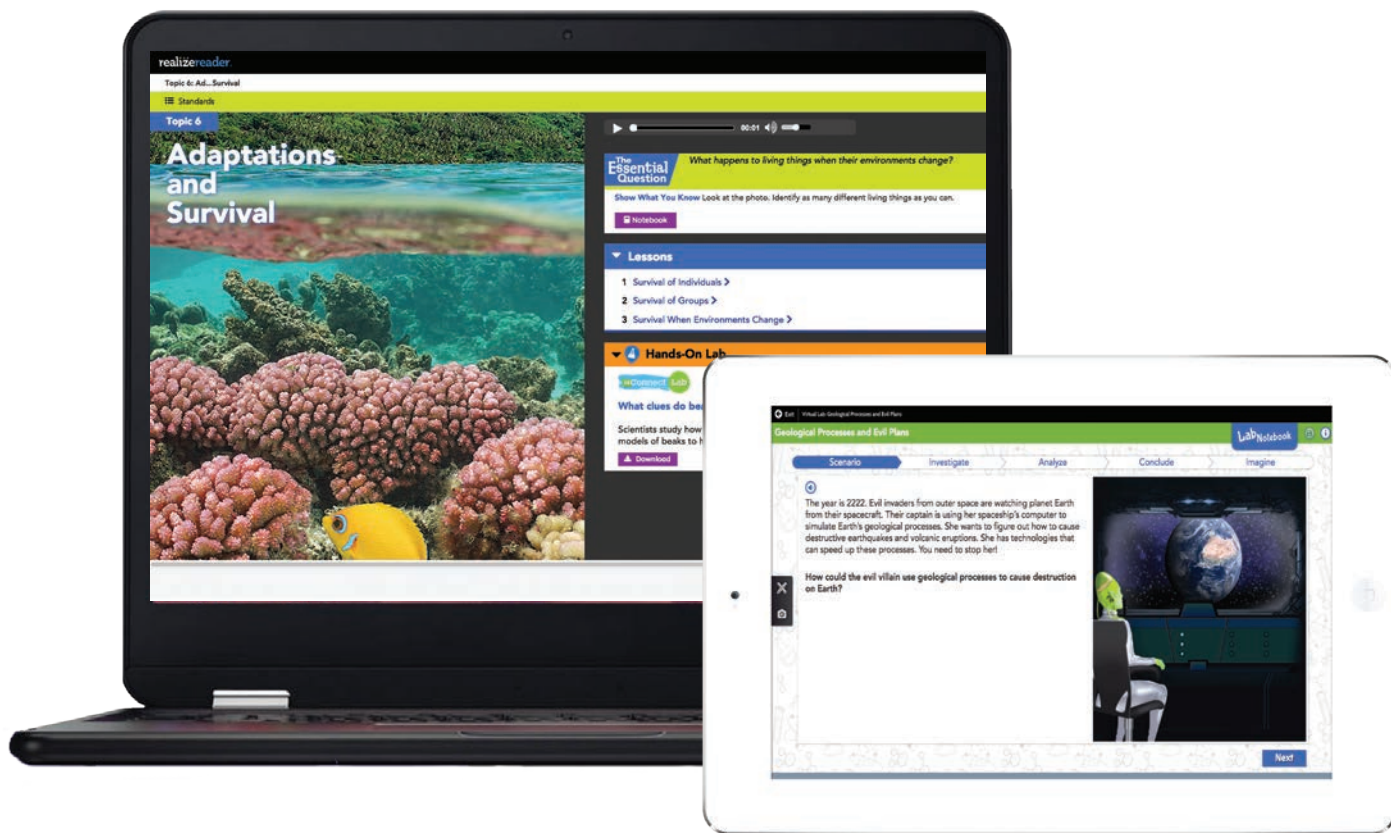
STEM Invention Toolbox

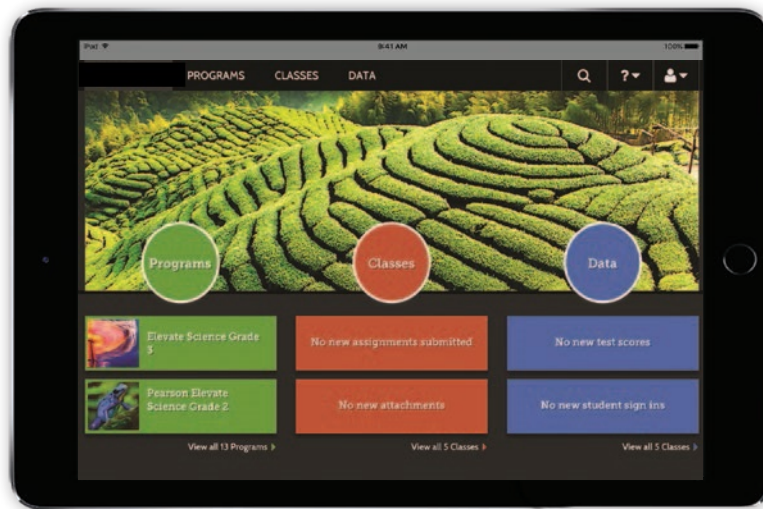
- Contains programmable electronic modules
- Enhances engineering and design experiences
- Kits available for Grades 3-8

Also available:
Labware Kits
and Safety Kits

California Digital Resources

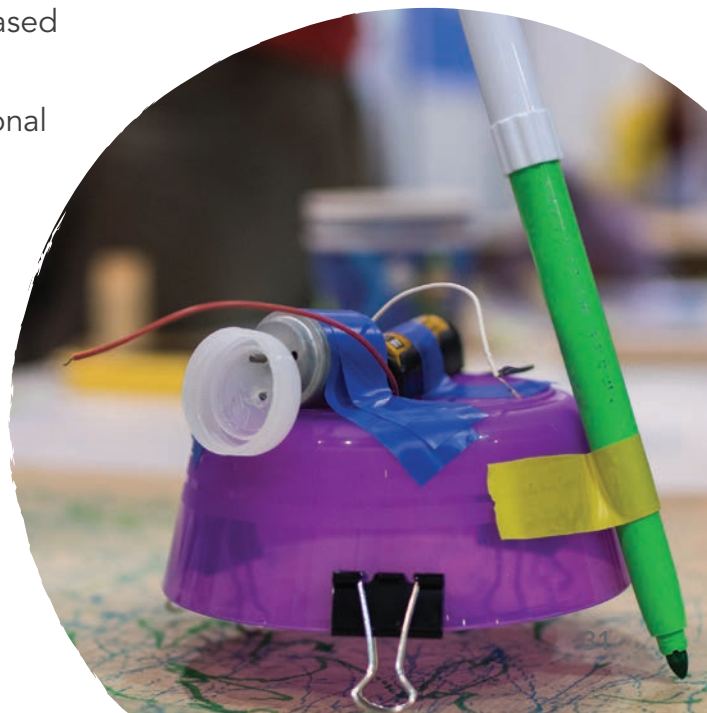
The **Savvas Realize™ digital learning platform** is customizable for teachers and students. Google for Education™ Premier Partnership allows for sharing from Savvas Realize to Google Classroom™. OpenEd provides access to thousands of resources that can be shared directly with students. It's as simple as: **Click. Teach. Learn.**





Digital Resources

- Realize Reader™ Student eText
- Spanish Student Edition
- Interactivities
- Animations
- Games
- Videos
- Virtual Labs
- Lab Worksheets
- Quest Checklists
- Enrichments
- School-to-Home Letters
- Multilingual Glossary
- Assessments
 - Readiness
 - Quizzes
 - Topic Tests
 - Benchmark
 - Performance-Based
 - End-of-topic
 - Three-Dimensional
 - Course Level
 - Rubrics
 - ExamView®
- Teacher Edition eText
- Teacher Support
- Reading Strategies
- Target Reading Skills
- Test-Taking Strategies



Experience **IT!** It's the Science of Doing.



Learn more at [Savvas.com/CAScience](https://www.savvas.com/CAScience)

CALIFORNIA
elevate science
SEGMENTS



ALSO AVAILABLE IN SPANISH

Savvas.com
800-848-9500

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved. **Savvas™** and **Savvas Learning Company™** are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries. Pearson and Pearson logo are registered trademarks of Pearson Education, Inc.

Join the Conversation
@SavvasLearning



Get Fresh Ideas for Teaching
Blog.Savvas.com

SAM: 9780768575781 ADV: 9780768575798

SciBro581R481