INSTRUCTIONAL MATERIALS ADMINISTRATOR

Recommendation

Yes

Comments: This program received high scores on standards alignment due to the multiple resources & activities provided to teachers for instruction. STEMScopes truly follows the 5E model of instruction. In the Engage tab there is a brief description of the lesson, complete materials list, time estimates, a list of steps to prepare for each lesson, STEM strategies, detailed procedure & facilitation steps, as well as ELL & MTSS strategies. Each Explore tab includes a hands-on component with a video showing teachers how to set-up each exploration. Teachers are provided with a list of higher order question prompts organized by Bloom's Taxonomy. The Elaborate tab includes resources teachers can use to deepen understanding. Teachers are provided with multiple methods of Evaluation including games, multiple-choice & open response test items, & argumentation tasks & writing prompts. Inquiry projects which encourage student autonomy by requiring students to develop their own questions to explore. Engineering Design Challenges & Science Today activities allow students to apply learning in authentic contexts.

Intervention materials include additional hands-on explorations, independent practice & concept attainment quizzes that assess student understanding after the intervention. Acceleration materials include project based learning, science/art activities & model eliciting activities which provide students with real-life problems for students to solve & require students to use data to create & interpret models to explain scientific phenomena.

Teachers are provided with background information; standards are unpacked & student misconceptions are identified. Within each scope there is a student explanation which clarifies what the students should be able to do, key concepts which describes objectives clearly & fundamental questions students should be able to answer after learning. The Teacher Tool Box provides educators with support in teaching the Nature of Science.

Material for Review

Course: Science - Grade One (5020020)
Title: STEMscopes Florida 2.0 - 1st Grade , Edition: 1
Copyright: 2017
Author: Jarrett Reid Whitaker
Grade Level: K - 5

Content

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.
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5 - VERY GOOD ALIGNMENT
4 - GOOD ALIGNMENT
3 - FAIR ALIGNMENT
2 - POOR ALIGNMENT
1 - VERY POOR/NO ALIGNMENT

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- Additional information regarding the Content, Presentation, and Learning requirements are located in the Science K-12 Specifications for the 2017-18 Florida State Adoption of Instructional Materials.

Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

A. Alignment with curriculum1. A. The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.

⦿ **VERY GOOD ALIGNMENT** ◯ GOOD ALIGNMENT ◯ FAIR ALIGNMENT ◯ POOR ALIGNMENT ◯ VERY POOR/NO ALIGNMENT
Justification:
Content aligns directly to each science standard. Teachers are given multiple resources to teach each standard in ways that address multiple learning styles.

2. A. The content is written to the correct skill level of the standards and benchmarks in the course.

⦿ **VERY GOOD ALIGNMENT** ◯ GOOD ALIGNMENT ◯ FAIR ALIGNMENT ◯ POOR ALIGNMENT ◯ VERY POOR/NO ALIGNMENT
Justification:
Content is accessible and grade level appropriate. Some content can be modified by reading level or language to aid students who need additional support.

3. A. The materials are adaptable and useful for classroom instruction.

⦿ **VERY GOOD ALIGNMENT** ◯ GOOD ALIGNMENT ◯ FAIR ALIGNMENT ◯ POOR ALIGNMENT ◯ VERY POOR/NO ALIGNMENT
Justification:
Multiple types of resources which are updated continually due to the digital nature of the program.

B. Level of Treatment4. B. The materials provide sufficient details for students to understand the significance of topics and events.

⦿ **VERY GOOD ALIGNMENT** ◯ GOOD ALIGNMENT ◯ FAIR ALIGNMENT ◯ POOR ALIGNMENT ◯ VERY POOR/NO ALIGNMENT
Justification:
Because of the various methods of instructional delivery, students are presented with the information multiple times and in various ways.

5. B. The level (complexity or difficulty) of the treatment of content matches the standards.

⦿ **VERY GOOD ALIGNMENT** ◯ GOOD ALIGNMENT ◯ FAIR ALIGNMENT ◯ POOR ALIGNMENT ◯ VERY POOR/NO ALIGNMENT
Justification:
Content is presented at a level which will challenge students, but not to the point of frustration. There are multiple resources to support student understanding of difficult concepts and some materials are available in varying levels to aid students who need additional support.

6. B. The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.

⦿ **VERY GOOD ALIGNMENT** ◯ GOOD ALIGNMENT ◯ FAIR ALIGNMENT ◯ POOR ALIGNMENT ◯ VERY POOR/NO ALIGNMENT
Justification:
Content is presented at a level which will challenge students, but not to the point of frustration. There are multiple resources to support student understanding of difficult concepts and some materials are available in varying levels to aid students who need additional support.

7. B. The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.

⦿ **VERY GOOD ALIGNMENT** ◯ GOOD ALIGNMENT ◯ FAIR ALIGNMENT ◯ POOR ALIGNMENT ◯ VERY POOR/NO ALIGNMENT
Justification:
Estimated time periods are provided to teachers to help them when planning their lessons. Complexity of activities does not go beyond these estimated times and teachers should have no problem completing tasks within these estimates.

C. Expertise for Content Development8. C. The primary and secondary sources cited in the materials reflect expert information for the subject.

⦿ **VERY GOOD ALIGNMENT** ◯ GOOD ALIGNMENT ◯ FAIR ALIGNMENT ◯ POOR ALIGNMENT ◯ VERY POOR/NO ALIGNMENT
Justification:
Multiple reputable sources are used to present content.

9. C. The primary and secondary sources contribute to the quality of the content in the materials.

⦿ **VERY GOOD ALIGNMENT** ◯ GOOD ALIGNMENT ◯ FAIR ALIGNMENT ◯ POOR ALIGNMENT ◯ VERY POOR/NO ALIGNMENT
Justification:
Additional resources aid in student understanding and contribute to the quality of the materials. Additional resources are highly engaging and attractive to students at this grade level.

D. Accuracy of Content10. D. The content is presented accurately. (Material should be devoid of typographical or visual errors).

◯ VERY GOOD ALIGNMENT ⦿ **GOOD ALIGNMENT** ◯ FAIR ALIGNMENT ◯ POOR ALIGNMENT ◯ VERY POOR/NO ALIGNMENT
Justification:
No errors observed. Due to the digital nature, any errors or changes in information can be made in real time.

11. D. The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
No errors observed. Due to the digital nature, any errors or changes in information can be made in real time.

12. D. The content of the material is representative of the discipline? (Material should include prevailing theories, concepts, standards, and models used with the subject area).

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Strong standards and grade level alignment

13. D. The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
No errors observed. Due to the digital nature, any errors or changes in information can be made in real time.

E. Currency of Content 14. E. The content is up-to-date according to current research and standards of practice.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Due to the digital nature, any errors or changes in information can be made in real time.

15. E. The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Strong standards and grade level alignment

16. E. The content is presented in an appropriate and relevant context for the intended learners.

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Content is accessible and grade level appropriate. Some content can be modified by reading level or language to aid students who need additional support.

F. Authenticity of Content 17. F. The content includes connections to life in a context that is meaningful to students.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Science today activities expose students to opportunities to apply learning in authentic contexts.

18. F. The material includes interdisciplinary connections which are intended to make the content meaningful to students.

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Very strong ELA connections provided with ample support for teachers in implementation of these strategies. Teachers also receive support in implementing math connections. Math connections align to what students are doing at this grade level.

G. Multicultural Representation 19. G. The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Fair and unbiased treatment of all groups.

H. Humanity and Compassion 20. H. The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:

21. In general, is the content of the benchmarks and standards for this course covered in the material.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:

Presentation

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A. Comprehensiveness of Student and Teacher Resources1. A. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Many resources are provided which will help teachers avoid seeking out other materials which may not be vetted or grade level appropriate. All of the resources are well organized and in one place which will add to ease of retrieval and use.

B. Alignment of Instructional Components2. B. All components of the major tool align with the curriculum and each other.

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:

C. Organization of Instructional Materials3. C. The materials are consistent and logical organization of the content for the subject area.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:

D. Readability of Instructional Materials4. D. Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:

E. Pacing of Content5. E. The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:

Accessibility6. The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:

Learning

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A. Motivational Strategies1. A. Instructional materials include features to maintain learner motivation.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Resources are attractive and engaging

B. Teaching a Few "Big Ideas"2. B. Instructional materials thoroughly teach a few important ideas, concepts, or themes.

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:

C. Explicit Instruction3. C. The materials contain clear statements of information and outcomes.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Student explanation clarifies what students should be able to do. Key concepts describe objectives clearly to the teacher. Fundamental questions provides essential questions students should be able to answer after learning. Each Scope has teacher background information. Standards are unpacked to help even the most novice teacher understand learning goals/targets. Student misconceptions are identified and explained thoroughly. Implementation tips are provided throughout each Scope.

D. Guidance and Support4. D. The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Materials provide opportunities for students to apply learning individually and in group contexts.

5. D. Guidance and support must be adaptable to developmental differences and various learning styles.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Varying activities allow teachers to present content in the best way according to student learning level and learning styles. There are a wide array of Intervention and Acceleration activities to aid teachers in meeting the needs of students who need additional support or those who need to be pushed further.

E. Active Participation of Students6. E. The materials engage the physical and mental activity of students during the learning process.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Materials are engaging and attractive. Students are required to complete complex tasks that encourage deep understanding of concepts.

7. E. Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Very teacher friendly planning materials. Content is presented in a logical manner and effectively address content goals and objectives.

F. Targeted Instructional Strategies8. F. Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT

Justification:
Strategies address all learning styles and varying ability levels

9. F. The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Strategies address all learning styles and varying ability levels

G. Targeted Assessment Strategies 10. G. The materials correlate assessment strategies to the desired learning outcomes.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Multiple assessment formats including review games/activities, multiple choice assessments, open response items, an argumentation assessments, performance tasks and real-world applications.

11. G. the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Multiple assessment formats including review games/activities, multiple choice assessments, open response items, an argumentation assessments, performance tasks and real-world applications.

Universal Design for Learning 12. This submission incorporates strategies, materials, activities, etc., that consider the needs of all students.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Multiple strategies, materials and activities including intervention and acceleration tools to meet the needs of a wide range of students.

Mathematical Practice 13. Do you observe the appropriate application of Mathematical Practices (MP) as applicable?

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Math practices are embedded in each Scope with adequate teacher support in implementation of instruction.

14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:

Standards

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When looking at standards alignment reviewers should consider not only the robustness of the standard coverage but also the content complexity (depth of knowledge level) if appropriate. More information on content complexity as it relates to Florida standards can be found at:
http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS_ccdefinitions_140711.pdf

For example, if the standard is marked as a level 3 (strategic reasoning and complex thinking) then the materials coverage should reflect this. If the materials coverage is only sufficient to allow for recall (level 1) then this should be reflected in the points assigned.

1. **SC.1.E.5.1:** Observe and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky.

   ⦿ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT

   Justification:
   Explore: Students estimate the number of pieces of candy in a jar; then try to count the number of stars in the sky. Additional activities throughout the other phases of the the 5E model provide students opportunities to deepen understanding by exploring texts, songs, videos and simulations, Engineering Design Challenges, Inquiry Investigations, Math Connections, and Real World Applications.

2. **SC.1.E.5.2:** Explore the Law of Gravity by demonstrating that Earth's gravity pulls any object on or near Earth toward it even though nothing is touching the object.

   ⦿ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT

   Justification:
   Explore: Students test paper airplanes and toy cars to show how gravity pulls objects towards Earth. Additional activities throughout the other phases of the the 5E model provide students opportunities to deepen understanding by exploring texts, songs, videos and simulations, Engineering Design Challenges, Inquiry Investigations, Math Connections, and Real World Applications.

3. **SC.1.E.5.3:** Investigate how magnifiers make things appear bigger and help people see things they could not see without them.

   ⦿ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT

   Justification:
   Explore: Students learn how to use a hand lens appropriately, then use the hand lens to explore everyday objects and discuss their observations. Additional activities throughout the other phases of the the 5E model provide students opportunities to deepen understanding by exploring texts, songs, videos and simulations, Engineering Design Challenges, Inquiry Investigations, Math Connections, and Real World Applications.

4. **SC.1.E.5.4:** Identify the beneficial and harmful properties of the Sun.

   ○ VERY GOOD ALIGNMENT ⦿ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT

   Justification:
   Explore: Students use sunscreen on UV beads to observe how the sunscreen keeps the beads from changing color; students create art using sunscreen on black construction paper. Additional activities throughout the other phases of the the 5E model provide students opportunities to deepen understanding by exploring texts, songs, videos and simulations, Engineering Design Challenges, Inquiry Investigations, Math Connections, and Real World Applications.

5. **SC.1.E.6.1:** Recognize that water, rocks, soil, and living organisms are found on Earth's surface.

   ○ VERY GOOD ALIGNMENT ⦿ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT

   Justification:
   Explore: Students observe and compare soil samples by composition, texture and color. Additional activities throughout the other phases of the the 5E model provide students opportunities to deepen understanding by exploring texts, songs, videos and simulations, Engineering Design Challenges, Inquiry Investigations, Math Connections, and Real World Applications.

6. **SC.1.E.6.2:** Describe the need for water and how to be safe around water.

   ○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ⦿ **FAIR ALIGNMENT** ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT

   Justification:
   Explore: Students describe the need for water safety then create a class book. Students role play safe practices around water. Additional activities throughout the other phases of the the 5E model provide students opportunities to deepen understanding by exploring texts, songs, videos and simulations, Engineering Design Challenges, Inquiry Investigations, Math Connections, and Real World Applications.

7. **SC.1.E.6.3:** Recognize that some things in the world around us happen fast and some happen slowly.

   Remarks/Examples:

   Fast: volcanic eruptions, flooding, hurricanes. Slow: drought.

   ○ VERY GOOD ALIGNMENT ⦿ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT

   Justification:
   Explore: Students use a cookie to demonstrate fast/slow changes. Students compare pictures of land changes and discuss if they happen slowly/quickly. Additional activities throughout the other phases of the the 5E model provide students opportunities to deepen understanding by exploring texts, songs, videos and simulations, Engineering Design Challenges, Inquiry Investigations, Math Connections, and Real World Applications.

8. **SC.1.L.14.1:** Make observations of living things and their environment using the five senses.

   Remarks/Examples:

   Integrate HE.1.C.1.6. Emphasize the correct names of human body parts.

   ⦿ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT

   Justification:
   Explore: Students use their 5 senses to classify objects as living/nonliving then analyze and evaluate data they collected and graphed. Additional activities throughout the other phases of the the 5E model provide students opportunities to deepen understanding by exploring

texts, songs, videos and simulations, Engineering Design Challenges, Inquiry Investigations, Math Connections, and Real World Applications.

9. **SC.1.L.14.2:** Identify the major parts of plants, including stem, roots, leaves, and flowers.

⦿ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT

Justification:
Explore: Students observe and manipulate a real plant then make a model and foldable graphic organizer which explains the structure/function of plant parts. Additional activities throughout the other phases of the the 5E model provide students opportunities to deepen understanding by exploring texts, songs, videos and simulations, Engineering Design Challenges, Inquiry Investigations, Math Connections, and Real World Applications.

10. **SC.1.L.14.3:** Differentiate between living and nonliving things.

⦿ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT

Justification:
Explore: Students use their 5 senses to classify objects as living/nonliving then analyze and evaluate data they collected and graphed. Additional activities throughout the other phases of the the 5E model provide students opportunities to deepen understanding by exploring texts, songs, videos and simulations, Engineering Design Challenges, Inquiry Investigations, Math Connections, and Real World Applications.

11. **SC.1.L.16.1:** Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.

⦿ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT

Justification:
Explore: Students observe plants/animals and identify similarities and differences between young and their parents; students create bugs based of parents created by the teacher and discuss which traits came from which parent. Additional activities throughout the other phases of the the 5E model provide students opportunities to deepen understanding by exploring texts, songs, videos and simulations, Engineering Design Challenges, Inquiry Investigations, Math Connections, and Real World Applications.

12. **SC.1.L.17.1:** Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.

○ VERY GOOD ALIGNMENT ⦿ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT

Justification:
Explore: Students observe how plants react when basic needs are taken away from them. Additional activities throughout the other phases of the the 5E model provide students opportunities to deepen understanding by exploring texts, songs, videos and simulations, Engineering Design Challenges, Inquiry Investigations, Math Connections, and Real World Applications.

13. **SC.1.N.1.1:** Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.

Remarks/Examples:

Florida Standards Connections: LAFS.1.SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in groups.

⦿ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT

Justification:
Continually updated resources and grade level appropriate activities can be found in the Teacher Toolbox to address all of the Nature of Science standards using various activities. Teachers can find support, directions and blacklines to assist them in teaching these concepts to students.

14. **SC.1.N.1.2:** Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others..

Remarks/Examples:

Florida Standards Connections: LAFS.1.W.3.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Refer to MAFS.K12.MP.5: Use appropriate tools strategically.

⦿ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT

Justification:
Continually updated resources and grade level appropriate activities can be found in the Teacher Toolbox to address all of the Nature of Science standards using various activities. Teachers can find support, directions and blacklines to assist them in teaching these concepts to students.

15. **SC.1.N.1.3:** Keep records as appropriate - such as pictorial and written records - of investigations conducted.

Remarks/Examples:

Florida Standards Connections: MAFS.1.MD.3.4. Organize, represent, and interpret data with up to three categories ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

⦿ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT

Justification:
Continually updated resources and grade level appropriate activities can be found in the Teacher Toolbox to address all of the Nature of Science standards using various activities. Teachers can find support, directions and blacklines to assist them in teaching these concepts to students.

16. **SC.1.N.1.4:** Ask "how do you know?" in appropriate situations.

Remarks/Examples:
Florida Standards Connections: LAFS.1.RI.2.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

◉ **VERY GOOD ALIGNMENT**   ○ GOOD ALIGNMENT   ○ FAIR ALIGNMENT   ○ POOR ALIGNMENT   ○ VERY POOR/NO ALIGNMENT
Justification:
Continually updated resources and grade level appropriate activities can be found in the Teacher Toolbox to address all of the Nature of Science standards using various activities. Teachers can find support, directions and blacklines to assist them in teaching these concepts to students.

17. **SC.1.P.8.1:** Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float.

Remarks/Examples:
The use of the more familiar term "weight" instead of the term "mass" is recommended for grades K-2.

○ VERY GOOD ALIGNMENT   ◉ **GOOD ALIGNMENT**   ○ FAIR ALIGNMENT   ○ POOR ALIGNMENT   ○ VERY POOR/NO ALIGNMENT
Justification:
Explore: Students sort various objects by their properties. Additional activities throughout the other phases of the the 5E model provide students opportunities to deepen understanding by exploring texts, songs, videos and simulations, Engineering Design Challenges, Inquiry Investigations, Math Connections, and Real World Applications.

18. **SC.1.P.12.1:** Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.

○ VERY GOOD ALIGNMENT   ○ GOOD ALIGNMENT   ◉ **FAIR ALIGNMENT**   ○ POOR ALIGNMENT   ○ VERY POOR/NO ALIGNMENT
Justification:
Explore: Students sort motion cards to help them describe the various ways objects can move. Additional activities throughout the other phases of the the 5E model provide students opportunities to deepen understanding by exploring texts, songs, videos and simulations, Engineering Design Challenges, Inquiry Investigations, Math Connections, and Real World Applications.

19. **SC.1.P.13.1:** Demonstrate that the way to change the motion of an object is by applying a push or a pull.

○ VERY GOOD ALIGNMENT   ◉ **GOOD ALIGNMENT**   ○ FAIR ALIGNMENT   ○ POOR ALIGNMENT   ○ VERY POOR/NO ALIGNMENT
Justification:
Explore: Students use everyday objects to demonstrate pushes/pulls Additional activities throughout the other phases of the the 5E model provide students opportunities to deepen understanding by exploring texts, songs, videos and simulations, Engineering Design Challenges, Inquiry Investigations, Math Connections, and Real World Applications.

20. **LAFS.1.RI.1.1:** Ask and answer questions about key details in a text.

◉ **VERY GOOD ALIGNMENT**   ○ GOOD ALIGNMENT   ○ FAIR ALIGNMENT   ○ POOR ALIGNMENT   ○ VERY POOR/NO ALIGNMENT
Justification:
Strong ELA strategies are embedded into each Scope with support for implementing strategies. There are a wide variety of resources including read alouds, texts at varying levels of difficulty and in English or Spanish.

21. **LAFS.1.RI.2.4:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

◉ **VERY GOOD ALIGNMENT**   ○ GOOD ALIGNMENT   ○ FAIR ALIGNMENT   ○ POOR ALIGNMENT   ○ VERY POOR/NO ALIGNMENT
Justification:
Strong ELA strategies are embedded into each Scope with support for implementing strategies. There are a wide variety of resources including read alouds, texts at varying levels of difficulty and in English or Spanish. Students are given many opportunities to practice listening/speaking skills through argumentation tasks, project based learning experiences and model eliciting activities.

22. **LAFS.1.RI.4.10:** With prompting and support, read informational texts appropriately complex for grade 1.

◉ **VERY GOOD ALIGNMENT**   ○ GOOD ALIGNMENT   ○ FAIR ALIGNMENT   ○ POOR ALIGNMENT   ○ VERY POOR/NO ALIGNMENT
Justification:
Strong ELA strategies are embedded into each Scope with support for implementing strategies. There are a wide variety of resources including read alouds, texts at varying levels of difficulty and in English or Spanish.

23. **LAFS.1.SL.1.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
c. Ask questions to clear up any confusion about the topics and texts under discussion.

○ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Strong ELA strategies are embedded into each Scope with support for implementing strategies. There are a wide variety of resources including read alouds, texts at varying levels of difficulty and in English or Spanish. Students are given many opportunities to practice listening/speaking skills through argumentation tasks, project based learning experiences and model eliciting activities.

24. **LAFS.1.W.3.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

○ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Strong ELA strategies are embedded into each Scope with support for implementing strategies. There are a wide variety of resources including read alouds, texts at varying levels of difficulty and in English or Spanish.

25. **MAFS.1.MD.1.a:** Understand how to use a ruler to measure length to the nearest inch.
a. Recognize that the ruler is a tool that can be used to measure the attribute of length.
b. Understand the importance of the zero point and end point and that the length measure is the span between two points.
c. Recognize that the units marked on a ruler have equal length intervals and fit together with no gaps or overlaps. These equal interval distances can be counted to determine the overall length of an object.

○ VERY GOOD ALIGNMENT ○ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Math connections with standards correlation are found within each Scope. Descriptive directions and procedures are provided to the teacher to assist in teaching mathematical concepts.

26. **MAFS.1.MD.3.4:** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

○ VERY GOOD ALIGNMENT ○ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Math connections with standards correlation are found within each Scope. Descriptive directions and procedures are provided to the teacher to assist in teaching mathematical concepts.

27. **ELD.K12.ELL.SC.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

○ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Materials are available in varying levels and in English or Spanish. Multiple ELL and MTSS strategies can be found within each Scope; along with each strategy teachers can find step-by-step procedures to assist in effective implementation. There are a wide variety of Intervention materials which can help ELL students learn through additional hands-on experiences and independent practice. Concept attainment quizzes are provided so teachers can assess whether or not students gained understanding through the reteaching experiences.

28. **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

○ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Materials are available in varying levels and in English or Spanish. Multiple ELL and MTSS strategies can be found within each Scope; along with each strategy teachers can find step-by-step procedures to assist in effective implementation. There are a wide variety of Intervention materials which can help ELL students learn through additional hands-on experiences and independent practice. Concept attainment quizzes are provided so teachers can assess whether or not students gained understanding through the reteaching experiences.

29. **HE.1.C.1.5:** Identify the correct names of human body parts.

Remarks/Examples:
Stomach, intestines, heart, lungs, skin, muscles, and bones.

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ **POOR ALIGNMENT** ○ VERY POOR/NO ALIGNMENT
Justification:
Students explore how traits can be passed down from parents (in both plants and animals). Focus is not on internal organs or the bones.