INSTRUCTIONAL MATERIALS ADMINISTRATOR

BID 3293

Recommendation

Yes

Comments: This series does an amazing job at connecting real world to the content being presented. The virtual activities and videos were informational and help make the visual connection. I found the inquiry tasks and performance tasks were excellent for hands on learning of the content being presented. This series is an effective tool for teaching the material.

Material for Review

Course: Science - Grade Five (5020060)
Title: Inspire Science, Grade 5, Florida Edition , Edition: 1
Copyright: 2019
Author: McGraw-Hill Education, LLC
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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To answer each item, select the appropriate rating from the following scale:

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:
Excellent alignment in covering the state's standards and benchmarks.

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:
The content is written at the correct skills level of standards and benchmarks in the course. I found the content in the Science handbook excellent at explaining the content.

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:
The materials are extremely useful. The different variety of activities such as gallery walks, inquiry activities and performance tasks are excellent for use in the classroom.

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:
The materials including text, hands on activities, simulations and videos all are sufficient and great for understanding the topics an events explained.

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:
The complexity of the content matches the standards.

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:
The level of complexity in the content matches the ability of students in the 5th grade.

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:
The level of complexity in the content matches the time period allowed for teaching the subject area.

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:
The primary and secondary sources in the materials reflect expert information on the subject. I was impressed and felt the students would also find it just as impressive that experts in the field were cited and used in the information presented.

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:
Definitely the primary and secondary sources used contribute to making the content in the materials of higher quality.

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:
The content is presented accurately. I did not find any typographical or visual errors.

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:
the content is presented objectively. I did not come across anything that could be deemed biased, contradictory, or inflammatory.

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:
The content of the materials is representative of the discipline. There were plenty of theories, concepts, standards and many models used in presenting the content.

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:
The content of the material is factual accurate. I did not find any mistakes or inconsistencies.

E. Currency of Content14. 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:
The content is up to date according to current search and standards practice.

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

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

F. Authenticity of Content17. 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:
The content includes connections to life in a context that is meaningful to students. The careers presented in the series in connection to the content being taught is an excellent connection to life.

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:
The material includes interdisciplinary connections that make the content meaningful to students. The connections to language arts and writing are excellent.

G. Multicultural Representation19. 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:
I did not find any unfair or biased multicultural or gender portrayals in the text, images, videos or any of the resources provided.

H. Humanity and Compassion20. 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:
There is no evidence of inhumane treatment of people or animals in the materials.

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:
The content of the benchmarks and standards for this course are well covered.

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:
My only concern is whether the teacher will be provided the materials for students to complete the inquiry activities and the performance tasks.

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:
All the components align with the curriculum very well.

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:
Very well organized with some of the lessons drawing from the previous lesson.

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:
The images and diagrams in the Science handbook provide great visuals. The simulations and videos are another great resource for students to understand the content with a visual.

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:
The content pacing is excellent. There are several lessons that have activities that tie in several lessons. I found this excellent for keeping the prior knowledge and previous content fresh in the students' minds and putting it to use with the new information given.

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:
The material contains tools and support for students with disabilities. I found the ELL support was excellent. I found that having videos along with simulations also helps the students that are visual/auditory learners.

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:
The series is very well aligned in presentation requirements.

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:
The instructional materials are engaging and motivating.

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:
The ideas, concepts, and themes do a great job at providing thorough information.

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:
The materials definitely contain clear statements of information and expected outcomes.

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:
I felt the materials provided guidance an support so that students can safely and successfully become more independent learners and thinkers.

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:
The guidance and support is definitely adaptable to developmental differences and various learning styles. There is plenty of visual, auditory and kinesthetic activities provided.

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:
Students are definitely engaged physically and mentally during the activities provided.

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:
The organized activities are logical extensions of 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:
Many of the strategies used for teaching the learning outcomes targeted in the curriculum are known to be successful.

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:
The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. I noticed strategies like gallery walks being incorporated into the lesson. An activity that allows students to move and incorporates communication of thoughts for understanding.

G. Targeted Assessment Strategies10. 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:
The materials correlate assessment strategies to the desired learning outcomes very well.

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:
The assessment strategies incorporated are effective in assessing the learners performance with regard to the targeted outcomes. The performance tasks incorporated allow students to show students learning through a hands on approach and not just in written form.

Universal Design for Learning12. 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:
This submission incorporates strategies, materials, activities that considers the needs of all students.

Mathematical Practice13. 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:
The mathematical practices are an appropriate application. The inquiry tasks require the students to put the math practices to use.

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:
All learning requirements are fully satisfied.

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.5.E.5.1:** Recognize that a galaxy consists of gas, dust, and many stars, including any objects orbiting the stars. Identify our home galaxy as the Milky Way.

Remarks/Examples:
Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.E.5.1, SC.3.E.5.2, and SC.3.E.5.3.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Having students draw the Milky Way in the Science Notebook will help them make a connecting to what the Milky way looks like.

2. **SC.5.E.5.2:** Recognize the major common characteristics of all planets and compare/contrast the properties of inner and outer planets.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
The performance task where students have to model the solar system and the planets distances definitely helps compare contrast the inner and outer planets.

3. **SC.5.E.5.3:** Distinguish among the following objects of the Solar System -- Sun, planets, moons, asteroids, comets -- and identify Earth's position in it.

Remarks/Examples:
Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.5.E.5.2.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
The Science Probe is an excellent misconception/confusion to begin the lesson with. The inquiry activity with the shadows is excellent to show the movement of Earth and change in position. Using the characteristics of meteors, asteroids, and comets to compare and contrast covers the distinguishing part of the standard.

4. **SC.5.E.7.1:** Create a model to explain the parts of the water cycle. Water can be a gas, a liquid, or a solid and can go back and forth from one state to another.

Remarks/Examples:
Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.5.E.7.2.
Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
The Inquiry Activity Cycling Matter is a great way for students to create a model of the water cycle with very simple materials.

5. **SC.5.E.7.2:** Recognize that the ocean is an integral part of the water cycle and is connected to all of Earth's water reservoirs via evaporation and precipitation processes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
The Science handbook does an excellent job of explaining reservoirs and and how they are part of the water cycle process.

6. **SC.5.E.7.3:** Recognize how air temperature, barometric pressure, humidity, wind speed and direction, and precipitation determine the weather in a particular place and time.

Remarks/Examples:
Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.5.E.7.4, SC.5.E.7.5, and SC.5.E.7.6.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
The warm and cold air masses inquiry activity and rain shadow performance task are excellent hands on activities for covering this standard. The science handbook also does a great job explaining air pressure and air masses.

7. **SC.5.E.7.4:** Distinguish among the various forms of precipitation (rain, snow, sleet, and hail), making connections to the weather in a particular place and time.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
The video on extreme weather and questions in the science handbook gives the students a visual connecting the different weather.

8. **SC.5.E.7.5:** Recognize that some of the weather-related differences, such as temperature and humidity, are found among different environments, such as swamps, deserts, and mountains.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Drawing a diagram of the Earth and labeling the different climate zones is an excellent activity requiring students to identify weather based

on location. Also, coloring the United States map based on climate zones helps students see the different areas of temperature and humidity.

9. **SC.5.E.7.6:** Describe characteristics (temperature and precipitation) of different climate zones as they relate to latitude, elevation, and proximity to bodies of water.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
The activity with the flashlight and the cities is an excellent hands on way for students to understand the angle of the sun affecting the temperature. The digital interactive about climate zones is informative about polar, mountain, and desert temperature and precipitation. The research, investigate and communicate activity is excellent for understanding temperature based on how close the location is to the equator and its latitude. The simulation activity allows students to view the world and click on different places to learn about their climate.

10. **SC.5.E.7.7:** Design a family preparedness plan for natural disasters and identify the reasons for having such a plan.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
The science handbook does a great job explaining as the notebook does an excellent job at questioning the different types of severe weather such as thunderstorms, earthquakes, tropical storms, and tornadoes.

11. **SC.5.L.14.1:** Identify the organs in the human body and describe their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.

Remarks/Examples:
Muscles and skeleton are not organs in the human body and should be referred to as the muscular and skeletal systems and the function of the muscles and skeleton. Integrate HE.5.C.1.6.Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems. Annually assessed on Grade 5 Science FCAT 2.0 (human body systems are not assessed through this benchmark).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
The STEM connection to a medical technician makes the content relevant and provides information to students about a medical career. The Inquiry Activity is simple enough to carry out and allows students to see hands on how body parts and body systems work together. The textbook explains the muscular and skeletal systems extensively in a well organized manner and with great illustrations. The video and brain simulation allow students to form an interactive connection to the content. The performance gallery walk is an excellent activity to further extend students' knowledge of the organ system and practice their presentation skills.

12. **SC.5.L.14.2:** Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.

Remarks/Examples:
Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.L.15.1 and SC.3.L.15.2.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
The STEM connection to the plant scientist provides great information. Inquiry activity seems great for students to understand the movement of water through plants. Wondering if materials for this activity will be provided for the teacher. The questions that require students to compare the human body parts to those of plants are a great way to have the student really think about the functions of each using comparing/contrasting reading skills. The text does an excellent job of explaining plant systems, plant parts, and animal systems. The diagrams in the plant systems and plant parts section are excellent for making the connection with the information given. The performance task with bird beak adaptation is a simple yet excellent way to bring the understanding of this topic into the classroom in a hands on way for deeper understanding.

13. **SC.5.L.15.1:** Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
The Inquiry Activity the Foxes and Rabbits is a great way for students to manipulate the information and better understand predator and prey. The Galapagos Finch performance task is a great way to explore bird survival.

14. **SC.5.L.17.1:** Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

Remarks/Examples:
Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.L.17.1, SC.4.L.16.2, SC.4.L.16.3, SC.4.L.17.1, SC.4.L.17.4, and SC.5.L.15.1.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
The video on the Galapagos Finch explains the different traits the birds have that help them to survive.

15. **SC.5.N.1.1:** Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

Remarks/Examples:
Design and evaluate a written procedure or experimental setup. Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.N.1.1, SC.4.N.1.1, SC.4.N.1.6, SC.5.N.1.2, and SC.5.N.1.4.
Florida Standards Connections: LAFS.5.RI.1.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. LAFS.5.W.3.8. Recall relevant information from experiences or gather relevant information from print and digital sources summarize or paraphrase information in notes and finished work, and provide a list of sources. MAFS.5.MD.2.2. Represent and interpret data. MAFS.5.G.1. Graph points on the coordinate plane to solve real-world and mathematical problems.
Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them and, MAFS.K12.MP.2: Reason abstractly and quantitatively.

(●) **VERY GOOD ALIGNMENT** ( ) GOOD ALIGNMENT ( ) FAIR ALIGNMENT ( ) POOR ALIGNMENT ( ) VERY POOR/NO ALIGNMENT
Justification:
Both Science Probes require students to evaluate and explain a procedure.

16. **SC.5.N.1.2:** Explain the difference between an experiment and other types of scientific investigation.

Remarks/Examples:
Explain that an investigation is observing the natural world, without interference, and an experiment involves variables (independent/test and dependent/ outcome) and establishes cause-effect relationships (Schwartz, 2007).

( ) VERY GOOD ALIGNMENT (●) **GOOD ALIGNMENT** ( ) FAIR ALIGNMENT ( ) POOR ALIGNMENT ( ) VERY POOR/NO ALIGNMENT
Justification:
The science handbook uses an example of an experiment with different plants and having the control variables such as sun and soil. The independent variable is the amount of water. This is a great example of an experiment. The scientific process is explained very well also. Perhaps an example should be given as to an investigation that involves observing the natural world without interference.

17. **SC.5.N.1.3:** Recognize and explain the need for repeated experimental trials.

Remarks/Examples:
Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.

( ) VERY GOOD ALIGNMENT (●) **GOOD ALIGNMENT** ( ) FAIR ALIGNMENT ( ) POOR ALIGNMENT ( ) VERY POOR/NO ALIGNMENT
Justification:
The three inquiry activities require students to repeat the experiment with different variables. It is important for students to do repeated trials even with the same variables to check for accuracy.

18. **SC.5.N.1.4:** Identify a control group and explain its importance in an experiment.

Remarks/Examples:
Florida Standards Connections: MAFS.K12.MP.6: Attend to precision.

(●) **VERY GOOD ALIGNMENT** ( ) GOOD ALIGNMENT ( ) FAIR ALIGNMENT ( ) POOR ALIGNMENT ( ) VERY POOR/NO ALIGNMENT
Justification:
The control group is well explained and the examples of the plants allows students to make the connection with a real experiment.

19. **SC.5.N.1.5:** Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method."

Remarks/Examples:
Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them and, MAFS.K12.MP.2: Reason abstractly and quantitatively.

(●) **VERY GOOD ALIGNMENT** ( ) GOOD ALIGNMENT ( ) FAIR ALIGNMENT ( ) POOR ALIGNMENT ( ) VERY POOR/NO ALIGNMENT
Justification:
The activity requiring students to make a parachute requires trial and error and abstract reasoning. It shows the students to experiment without following a definitive plan and to continue to make adjustments till they are successful.

20. **SC.5.N.1.6:** Recognize and explain the difference between personal opinion/interpretation and verified observation.

(●) **VERY GOOD ALIGNMENT** ( ) GOOD ALIGNMENT ( ) FAIR ALIGNMENT ( ) POOR ALIGNMENT ( ) VERY POOR/NO ALIGNMENT
Justification:
Great explanation on how arguments over evidence are necessary to move Science forward. The text explains that the arguments must be evidence and data based.

21. **SC.5.N.2.1:** Recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.N.1.7, SC.4.N.1.3, SC.4.N.1.7, SC.5.N.1.5, and SC.5.N.1.6.

Florida Standards Connections: LAFS.5.W.3.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them and, MAFS.K12.MP.2: Reason abstractly and quantitatively and, MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.

(●) **VERY GOOD ALIGNMENT** ( ) GOOD ALIGNMENT ( ) FAIR ALIGNMENT ( ) POOR ALIGNMENT ( ) VERY POOR/NO ALIGNMENT

Justification:
I like the What is Inside Matter activity because most students will want to just guess what is in the box. The activity forces them to come up with tests to figure out the contents of the box. The second activity requires students to use density to explain sink/float.

22. **SC.5.N.2.2:** Recognize and explain that when scientific investigations are carried out, the evidence produced by those investigations should be replicable by others.

Remarks/Examples:

Remarks/Examples: Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.N.1.2, SC.3.N.1.5, SC.4.N.1.2, SC.4.N.1.5, and SC.5.N.1.3.

Florida Standards Connections: LAFS.5.SL.1.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Florida Standards Connections: MAFS.K12.MP.6: Attend to precision.

(●) **VERY GOOD ALIGNMENT** ( ) GOOD ALIGNMENT ( ) FAIR ALIGNMENT ( ) POOR ALIGNMENT ( ) VERY POOR/NO ALIGNMENT

Justification:
The activity with plan your procedure is excellent. Having students write the steps and then have a partner test it only to then go back and make necessary adjustments. This allows students to see that the procedure must be replicable by others.

23. **SC.5.P.8.1:** Compare and contrast the basic properties of solids, liquids, and gases, such as mass, volume, color, texture, and temperature.

Remarks/Examples:

Investigate the concept of weight versus mass of an object. Discuss why mass (not weight) is used to compare properties of solids, liquids and gases. Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.P.8.1, SC.3.P.8.2, SC.3.P.8.3, and SC.4.P.8.1.

MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.

(●) **VERY GOOD ALIGNMENT** ( ) GOOD ALIGNMENT ( ) FAIR ALIGNMENT ( ) POOR ALIGNMENT ( ) VERY POOR/NO ALIGNMENT

Justification:
The Science handbook does an excellent job comparing the different properties with images giving a visual connection to the text.

24. **SC.5.P.8.2:** Investigate and identify materials that will dissolve in water and those that will not and identify the conditions that will speed up or slow down the dissolving process.

(●) **VERY GOOD ALIGNMENT** ( ) GOOD ALIGNMENT ( ) FAIR ALIGNMENT ( ) POOR ALIGNMENT ( ) VERY POOR/NO ALIGNMENT

Justification:
Inquiry activity on solubility is an excellent way to investigate whether temperature affects solubility.

25. **SC.5.P.8.3:** Demonstrate and explain that mixtures of solids can be separated based on observable properties of their parts such as particle size, shape, color, and magnetic attraction.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.5.P.8.2.

(●) **VERY GOOD ALIGNMENT** ( ) GOOD ALIGNMENT ( ) FAIR ALIGNMENT ( ) POOR ALIGNMENT ( ) VERY POOR/NO ALIGNMENT

Justification:
The activity "how can you separate mixtures" is a great way to allow students to separate mixtures using different tools. The students will test using a sieve, magnets, and tweezers and will in turn realize that some mixtures are easier to separate with certain tools more than others all depending on the properties.

26. **SC.5.P.8.4:** Explore the scientific theory of atoms (also called atomic theory) by recognizing that all matter is composed of parts that are too small to be seen without magnification.

Remarks/Examples:

Recognize that matter is composed of atoms.

(●) **VERY GOOD ALIGNMENT** ( ) GOOD ALIGNMENT ( ) FAIR ALIGNMENT ( ) POOR ALIGNMENT ( ) VERY POOR/NO ALIGNMENT

Justification:
The Science handbook explains the theory of atoms thoroughly giving a diagram for a visual connection.

27. **SC.5.P.9.1:** Investigate and describe that many physical and chemical changes are affected by temperature.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.P.9.1 and SC.4.P.9.1.

(●) **VERY GOOD ALIGNMENT** ( ) GOOD ALIGNMENT ( ) FAIR ALIGNMENT ( ) POOR ALIGNMENT ( ) VERY POOR/NO ALIGNMENT

Justification:
The simulation of the particles of matter and how they react as you adjust the temperature shows the changes that occur that are affected by temperature.

28. **SC.5.P.10.1:** Investigate and describe some basic forms of energy, including light, heat, sound, electrical, chemical, and mechanical.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.P.10.1, SC.3.P.10.3, SC.3.P.10.4, SC.3.P.11.1, SC.3.P.11.2, SC.4.P.10.1, and SC.4.P.10.3.

(●) **VERY GOOD ALIGNMENT** ( ) GOOD ALIGNMENT ( ) FAIR ALIGNMENT ( ) POOR ALIGNMENT ( ) VERY POOR/NO ALIGNMENT

Justification:
The table in the Science notebook requires students to identify the source that is used in all different types of energy and which things use that form of energy. The Science handbook does an excellent job explaining the different types of energy and shows great illustrations and diagrams. The digital interactive slides do a great job at explaining the different types of energy. The Energy transfer video uses topics that most likely are of high interest to students such as roller coaster, ice cream, and instruments to explain energy transfer.

29. **SC.5.P.10.2:** Investigate and explain that energy has the ability to cause motion or create change.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.P.10.2, SC.4.P.10.2, and SC.4.P.10.4.

(●) **VERY GOOD ALIGNMENT** ( ) GOOD ALIGNMENT ( ) FAIR ALIGNMENT ( ) POOR ALIGNMENT ( ) VERY POOR/NO ALIGNMENT

Justification:
The inquiry activity requires creating a solar oven and observing the energy changes that occur. The questions in the science notebook require students to understand the change in motion through roller coasters and cars.

30. **SC.5.P.10.3:** Investigate and explain that an electrically-charged object can attract an uncharged object and can either attract or repel another charged object without any contact between the objects.

(●) **VERY GOOD ALIGNMENT** ( ) GOOD ALIGNMENT ( ) FAIR ALIGNMENT ( ) POOR ALIGNMENT ( ) VERY POOR/NO ALIGNMENT

Justification:
The inquiry activity on static electricity is great for hands on understanding how electrically charged objects attract other objects. The digital interactive slide explains static electricity thoroughly.

31. **SC.5.P.10.4:** Investigate and explain that electrical energy can be transformed into heat, light, and sound energy, as well as the energy of motion.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.E.6.1, SC.4.P.11.1, SC.4.P.11.2, SC.5.P.10.3, SC.5.P.11.1, and SC.5.P.11.2.

(●) **VERY GOOD ALIGNMENT** ( ) GOOD ALIGNMENT ( ) FAIR ALIGNMENT ( ) POOR ALIGNMENT ( ) VERY POOR/NO ALIGNMENT

Justification:
The science probe is an excellent way of beginning instruction in this standard. Students have many misconceptions as to how batteries work. The circuit activity is an excellent hands on way for students to see the flow of energy.

32. **SC.5.P.11.1:** Investigate and illustrate the fact that the flow of electricity requires a closed circuit (a complete loop).

(●) **VERY GOOD ALIGNMENT** ( ) GOOD ALIGNMENT ( ) FAIR ALIGNMENT ( ) POOR ALIGNMENT ( ) VERY POOR/NO ALIGNMENT

Justification:
The text in the Science handbook along with the diagrams explain the different types of circuits very well. The building circuits performance task requires students to build a closed circuit along with a parallel circuit. This activity will lead to a deeper understanding of how a closed circuit is required for flow of electricity.

33. **SC.5.P.11.2:** Identify and classify materials that conduct electricity and materials that do not.

(●) **VERY GOOD ALIGNMENT** ( ) GOOD ALIGNMENT ( ) FAIR ALIGNMENT ( ) POOR ALIGNMENT ( ) VERY POOR/NO ALIGNMENT

Justification:
The text explains and defines what conductors are. The science notebook requires students to list and explain conductors that are often used in electricty

34. **SC.5.P.13.1:** Identify familiar forces that cause objects to move, such as pushes or pulls, including gravity acting on falling objects.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.E.5.4 and SC.4.P.8.4.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
The science probe the lessons begins with is excellent being that it is a common misconception and can lead to a great conversation between the students. The inquiry activity with the waxed paper and sand paper is great for making the connection that the texture of the surface (friction) can also play a roll in the object's movement. The digital interactive gives great real life examples of when pushes and pulls are used.

35. **SC.5.P.13.2:** Investigate and describe that the greater the force applied to it, the greater the change in motion of a given object.

Remarks/Examples:
Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.4.P.12.1, SC.4.P.12.2, SC.5.P.13.3, and SC.5.P.13.4.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
The simulation of the balancing forces using the rocket is a great way for students to explore manipulating the forces. Also, exploring simple machines and levers is a great way to understand that the greater the force applied the greater the change in motion.

36. **SC.5.P.13.3:** Investigate and describe that the more mass an object has, the less effect a given force will have on the object's motion.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
The inquiry activity with the balloon rockets requires students to change the balloon's mass and see the effects of this on the balloon's motion. The digital interactive clearly explain the laws of motion.

37. **SC.5.P.13.4:** Investigate and explain that when a force is applied to an object but it does not move, it is because another opposing force is being applied by something in the environment so that the forces are balanced.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
The students have the opportunity to manipulate the rockets in the simulation by applying forces to each side to create a balanced force. In the foldable activity students are also required to give examples of balanced vs unbalanced forces.

38. **LAFS.5.RI.1.3:** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
This standard is evident throughout the lesson. Students are required to compare human body parts to animal parts. Students are also expected to compare different animal types.

39. **LAFS.5.RI.2.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
Students are provided with vocabulary words that they must understand and use in order to explain the questions being asked.

40. **LAFS.5.RI.4.10:** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
The text throughout the Science Handbook definitely shows text complexity. Students may need scaffolding and assistance in the beginning but should most definitely be reading and comprehending proficiently by the year of the year.

41. **LAFS.5.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
b. Follow agreed-upon rules for discussions and carry out assigned roles.
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
Both the conservation of mass and the rate of reaction activities require students to carry out an activity using prior knowledge and then reflect and discuss how the activities could have been completed differently or more effectively.

42. **LAFS.5.W.3.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
The questions asked throughout the Scientist Notebook require students to gather the information presented and both summarize and

paraphrase to explain the information.

43. **LAFS.5.W.3.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
The students are expected to draw information from the science handbook and use a graphic organizer showing the main idea and details to then write a letter to a backpack manufacturer. They will have to make a point using reasons and evidence from the text. This is an excellent activity to draw evidence and use the research in writing a letter.

44. **MAFS.5.G.1.1:** Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
The inquiry activity with the plant mass requires the students to graph the plant masses. This activity requires students to use graph paper and identify the x-axis, y-axis and coordinates and to interpret the results of the plants' masses.

45. **MAFS.5.MD.2.2:** Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
The performance tasks require students to measure mass and measure height for example, and graph the amounts. Students are also expected to measure out liquid to amount required in the task.

46. **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:
The strategies provided for ELL students are excellent. Front loading the vocabulary, providing photos and illustrations, identifying the phonemic patterns in the words, and using the think pair share strategy are all excellent ways to help the ELL student master the ideas and concepts in the text.

47. **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:
Using the Act it Out, Graphic Support, and Report Back are all great ways to support the student's vocabulary at different levels and opening a conversation with the student.

48. **HE.5.C.1.5:** Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.

Remarks/Examples:
Digestive and circulatory systems receiving and distributing nutrients to provide energy, endocrine glands influencing the reproductive system and respiratory system providing oxygen to other body systems.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
The body system probe allows the teacher to see immediately if the student understands the different body systems, the function of each, and how they work together.