

Bid 3353

INSTRUCTIONAL MATERIALS ADMINISTRATOR

Recommendation

Yes

Comments: This material not only aligns well with our standards and benchmarks, it actually spells out the Sunshine state standards and benchmarks on their site. It has accounted for the ESOL student,(they have text in English and Spanish) and Special needs students by providing differentiation of instruction and show what you know opportunities. It has the 3 levels of rigor and also allows for above and beyond for the students that need it. It walks right along with the teachers instruction on Discovery-in all it gives the students the benefit of hearing it, seeing it, practicing it and showing what they know as well as going beyond the material. The strengths of this program is it can be changed and updated as necessary, being an online source allows for more current information in this ever changing world. Since the consumables are only for the school year, they also can change with any current events in science from year to year. The only weakness is for students at home who do not have access to technology, they would not necessarily be able to assigned online home work, they may have to have modified homework. But with all the resources available on the Discovery site I don't see that as problem. I really like that the lesson plans are also available and ready to go, with the teacher being able to add and modify for her classroom. Looking at K especially, these children will be drawn to the presentation of the science curriculum- it's interactive, easy to use, and let's them do hands on activities for their age group. It also starts them collaborating in groups.

Material for Review

Course: Science - Grade Kindergarten (5020010)

Title: Discovery Education Science Techbook (Florida) - Kindergarten , Edition: 1

Copyright: 2017

Author: Amy Gensemer, David Marsland, Nikki Snyder

Grade Level: K - 5

Content

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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:

It states in it's 2016-2017 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION STANDARDS ALIGNMENT COURSE STANDARDS/BENCHMARKS that it is aligned. It also mentions in it's Discovery Techbook that it is 100% aligned with the Sunshine 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:

It is aligned specifically for Kindergarten.

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:

They specifically have the lessons and other materials available in Spanish, there is plenty of differentiation due to online and paper based assessments and labs.

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 material already offered has plenty of details, with extra information available in the links provided.

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:

Rigor is present in the material.

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 rigor matches what is expected at a K level.

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:

Most lessons are for 40 to 50 minutes long.

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 sources are expert and engaging.

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:

The sources definitely contribute to the quality of the content in the materials.

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:

I didn't notice any typos, and visually all looked accurate at this 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:

I noticed that it is very culturally aware in that they have information on the first Hispanic woman in space. They also have in their Techbook an entire series about how they " Affirm students through cultural connections, particularly in relationship to the curricular topics."

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:

As far as I could tell all is update, and the great thing about this: that as things in the scientific world changes, the online version of the book can be updated in real time as well. To be current with prevailing science is so innovating!

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:

As I could see all is factual accurate, and again, if something is found not to be the Discovery people can change and modify items as things in science change.

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:

Again it is current as of now, and with continual updates it will stay current.

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:

This online book even says in the Techbook it is aligned to the Sunshine State and provides the documentation-2016-2017 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION STANDARDS ALIGNMENT COURSE STANDARDS/BENCHMARKS.

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:

After watching the videos and reading the material it is appropriate for the kindergarten learner.

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:

By providing the multicultural aspect and offering paper based, hands on and online opportunities to learn it provides that differentiation we need in classroom.

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:

It integrates, language arts and math very well into the science methodology.

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:

They go out of their way to make connections to all students. One exert was about the first Hispanic woman in space.

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:

All the material I viewed on this site was appropriate for school age students.

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 benchmarks and standards for this course are covered in this material.

Presentation

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A. Comprehensiveness of Student and Teacher Resources 1. 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:

The online book has ready made lesson plans for teachers to follow that include resources currently on the site.

B. Alignment of Instructional Components 2. 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:

Yes, all the components of the major tool align with the curriculum and each other.

C. Organization of Instructional Materials 3. 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:

The materials are in the exact order that we are currently using as a teaching format: Earth, Physical, and Life sciences.

D. Readability of Instructional Materials 4. 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:

It has differentiation that appeals to all learners.

E. Pacing of Content 5. 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:

It's content is paced appropriately.

Accessibility 6. 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:

It has supports in place for all 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:

It is a good fit for the learners that it serves.

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 not only have virtual labs, but also hands on labs with interactive notebooks either paper based or online.

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 Big Ideas are clear and concise.

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 are well written with information and 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:

The labs match the age appropriateness of the learner, with ability to show what they know either online or paper based.

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:

It meets this criteria by offering online and paper based options.

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:

By offering both a virtual and a hands on component meets this criteria.

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 virtual and hands on activities match the 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:

The instructional materials provide differentiation strategies for successful teaching for learning outcomes target in the curriculum.

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 activities are effective in teaching the learning outcomes by providing plenty of differentiation.

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:

The assessments are taken from the materials that were presented.

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:

Since the assessment is taken from material taught it should be effective in assessing what the students have learned and based on the performance of students on the assessment one should be able to go back over those materials students didn't understand.

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:

Differentiation is present.

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:

The application of MP is applicable to science, since there is math in science. The particular ones are a good match for the ideas presented.

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:

The submission of this notebook is a good alignment with the learning strategies we are trying to present to students and offers plenty of differentiation to promote learning for all students. Assessments are aligned and it makes it an efficient way of determining what needs to be retaught. By offering online and paper based ways of showing what they know all students are able to be successful learners.

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.K.E.5.1:** Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up.

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

Justification:

In the unit there are indeed 3 levels of complexity, including an above and beyond for those students that need the extra rigor.

2. **SC.K.E.5.2:** Recognize the repeating pattern of day and night.

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

Justification:

In the unit there are indeed 3 levels of complexity, including an above and beyond for those students that need the extra rigor.

3. **SC.K.E.5.3:** Recognize that the Sun can only be seen in the daytime.

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

Justification:

In the unit there are indeed 3 levels of complexity, including an above and beyond for those students that need the extra rigor.

4. **SC.K.E.5.4:** Observe that sometimes the Moon can be seen at night and sometimes during the day.

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

Justification:

In the unit there are indeed 3 levels of complexity, including an above and beyond for those students that need the extra rigor.

5. **SC.K.E.5.5:** Observe that things can be big and things can be small as seen from Earth.

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

Justification:

In the unit there are indeed 3 levels of complexity, including an above and beyond for those students that need the extra rigor.

6. **SC.K.E.5.6:** Observe that some objects are far away and some are nearby as seen from Earth.

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

Justification:

In the unit there are indeed 3 levels of complexity, including an above and beyond for those students that need the extra rigor.

7. **SC.K.L.14.1:** Recognize the five senses and related body parts.

Remarks/Examples:

Integrate HE.K.C.1.5. Recognize there are body parts inside and outside of the body. Related body parts include: eyes, ears, nose, tongue, and skin.

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

Justification:

In the unit there are indeed 3 levels of complexity, including an above and beyond for those students that need the extra rigor.

8. **SC.K.L.14.2:** Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.

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

Justification:

In the unit there are indeed 3 levels of complexity, including an above and beyond for those students that need the extra rigor.

9. **SC.K.L.14.3:** Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.

Remarks/Examples:

Introduce comparing and contrasting plants and animals by observable physical characteristics and behaviors. Provide students with opportunities to make observations in classrooms and schoolyard environments.

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

Justification:

In the unit there are indeed 3 levels of complexity, including an above and beyond for those students that need the extra rigor.

10. **SC.K.N.1.1:** Collaborate with a partner to collect information.

Remarks/Examples:

Florida Standards Connections: LAFS.KS.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

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

Justification:

In the unit there are indeed 3 levels of complexity, including an above and beyond for those students that need the extra rigor.

11. **SC.K.N.1.2:** Make observations of the natural world and know that they are descriptors collected using the five senses.

Remarks/Examples:

Florida Standards Connections: LAFS.K.W.3.8. With guidance and support from adults, recall information from experiences or gather information 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:

In the unit there are indeed 3 levels of complexity, including an above and beyond for those students that need the extra rigor.

12. **SC.K.N.1.3:** Keep records as appropriate -- such as pictorial records -- of investigations conducted.

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

Justification:

In the unit there are indeed 3 levels of complexity, including an above and beyond for those students that need the extra rigor.

13. **SC.K.N.1.4:** Observe and create a visual representation of an object which includes its major features.

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

Justification:

In the unit there are indeed 3 levels of complexity, including an above and beyond for those students that need the extra rigor.

14. **SC.K.N.1.5:** Recognize that learning can come from careful observation.

Remarks/Examples:

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

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

Justification:

In the unit there are indeed 3 levels of complexity, including an above and beyond for those students that need the extra rigor.

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

Remarks/Examples:

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

Florida Standards Connections: MAFS.K.MD.2.3 Classify objects into given categories count the numbers of objects in each category and sort the categories by count. Note: Limit category counts to be less than or equal to 10.

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

Justification:

In the unit there are indeed 3 levels of complexity, including an above and beyond for those students that need the extra rigor.

16. **SC.K.P.9.1:** Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.

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

Justification:

In the unit there are indeed 3 levels of complexity, including an above and beyond for those students that need the extra rigor.

17. **SC.K.P.10.1:** Observe that things that make sound vibrate.

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

Justification:

In the unit there are indeed 3 levels of complexity, including an above and beyond for those students that need the extra rigor.

18. **SC.K.P.12.1:** Investigate that things move in different ways, such as fast, slow, etc.

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

Justification:

In the unit there are indeed 3 levels of complexity, including an above and beyond for those students that need the extra rigor.

19. **SC.K.P.13.1:** Observe that a push or a pull can change the way an object is moving.

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

Justification:

In the unit there are indeed 3 levels of complexity, including an above and beyond for those students that need the extra rigor.

20. **LAFS.K.RI.1.1:** With prompting and support, ask and answer questions about key details in a text.

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

Justification:

In the unit there are indeed 3 levels of complexity, including an above and beyond for those students that need the extra rigor.

21. **LAFS.K.RI.2.4:** With prompting and support, ask and answer questions about unknown words in a text.

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

Justification:

In the unit there are indeed 3 levels of complexity, including an above and beyond for those students that need the extra rigor.

22. **LAFS.K.RI.4.10:** Actively engage in group reading activities with purpose and understanding.

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

Justification:

In the unit there are indeed 3 levels of complexity, including an above and beyond for those students that need the extra rigor.

23. **LAFS.K.SL.1.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

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

Justification:

In the unit there are indeed 3 levels of complexity, including an above and beyond for those students that need the extra rigor.

24. **LAFS.K.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:

In the unit there are indeed 3 levels of complexity, including an above and beyond for those students that need the extra rigor.

25. **MAFS.K.MD.1.2:** Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

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

Justification:

In the unit there are indeed 3 levels of complexity, including an above and beyond for those students that need the extra rigor.

26. **MAFS.K.MD.2.3:** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

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

Justification:

In the unit there are indeed 3 levels of complexity, including an above and beyond for those students that need the extra rigor.

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:

In the unit there are indeed 3 levels of complexity, including an above and beyond for those students that need the extra rigor. There is a Spanish newsletter for ESOL students, along with a Techbook with Spanish text for them as well. Online text and audio is also available for the English as a second language learner.

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:

In the unit there are indeed 3 levels of complexity, including an above and beyond for those students that need the extra rigor. There is a Spanish newsletter for ESOL students, along with a Techbook with Spanish text for them as well. Online text and audio is also available for the English as a second language learner.

29. **HE.K.C.1.5:** Recognize there are body parts inside and outside of the body.

Remarks/Examples:

Brain, muscles, and skin.

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

Justification:

In the unit there are indeed 3 levels of complexity, including an above and beyond for those students that need the extra rigor.