

Bid 3356

INSTRUCTIONAL MATERIALS ADMINISTRATOR

Recommendation

Yes

Comments: Based on my evaluation scores and the material's alignment to the standards (FL NGSS, MAFS, LAFS) I recommend this instructional material for adoption. The content is accurate and is standards-based. The presentation is engaging and free from errors and bias. The learning is student-centered and meets the needs of various learners.

Material for Review

Course: Science - Grade Three (5020040)

Title: Discovery Education Science Techbook (Florida) - Grade 3 , Edition: 1

Copyright: 2017

Author: Amy Gensemer, David Marsland, Nikki Snyder

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 curriculum 1. 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:

The content is 100% aligned with the Florida NGSSS and includes Mathematical Practices.

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 accurately written to meet the needs of the third graders,

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 very user friendly and can be effective for use in the classroom when it comes to instruction and delivery.

B. Level of Treatment 4. 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 information in the materials provide the necessary details needed to understand and comprehend the content.

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 level of complexity of the content matches with what is aligned with the stanards

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 when it comes to the treatment of content matches with the various learning disabilities, different learning styles, and various languaged.

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 of the content matches the time period allotted for teaching.

C. Expertise for Content Development 8. 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 include information with expertise in the field of science.

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 has graphics and visuals to contribute to the quality of the content in the materials. The graphics are high quality and aid in engaging the students when it comes to learning.

D. Accuracy of Content 10. 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 appears accurately without any errors in the text.

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 material and its content is free from bias and does not include any contradictions.

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 material includes science standards, mathematical practices, as well as 5E model. Topics and big ideas are addressed throughout 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 is accurate with no errors evident.

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:

The content is relevant and current. The standards are aligned and centered around the students.

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 included standards-based instruction that is student-centered.

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 provides students with real world problems and cultural connection.

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:

The content includes real-world problems that allow students to make connections that are authentic and can be applied to their everyday lives.

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 Florida NGSSS, Mathematical Practices, and inquiry-based format built on 5E Model is included in the material to display how the content is meaningful to students.

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:

Multicultural representation is evident because there are opportunities for students to make cultural connections.

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:

No animal or human cruelty is noted in the materials. Fairness to both humans and animals is displayed 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 material covers all the necessary and appropriate standards and benchmarks (i.e., FL NGSSS, Mathematical Practices, 5E Model).

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:

This adoption is comprehensive, supports teachers, and enhances learning. It aligns to the Florida NGSSS and includes modeled lessons, student activities, and assessments all in one place.

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:

The instructional components are 100% aligned with the Florida NGSSS. The content is relevant and current. This all in one digital resource is comprehensive and addresses the targeted learning outcomes.

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:

In terms of the organization of instructional materials, they are consistent and logically organized. All of the resources can be retrieved in one place. The content is displayed in an organized manner in the Techbook.

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:

High quality graphics, game play, virtual labs, robust science challenges all motivate the students to think like scientist and engage in the instruction being provided.

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 pacing of the content is presented in a timely manner in which the students can understand it within one/each school year.

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 materials supports differentiation with interactive features that combine text and media to meet the needs of students with disabilities, different learning styles, and various languages.

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:

All in all, this submission satisfies the presentation requirements: the student and teacher resources are comprehensive, the instructional components are aligned, the organization of the materials was organized and consistent, the readability of the instructional materials was very engaging, the content was presented at a pace in which the students can understand the content, and the accessibility is there for ALL students.

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 high quality graphics and images, game play, virtual labs, and robust science challenges motivates the students to be engage and think like scientist.

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 instructional materials are aligned to the Florida NGSSS and they cover specific science topics and ideas.

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 material is straightforward with clear statements that are easy to read and comprehend. The outcomes are stated as well.

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 materials have a scaffold approach which helps with students eventually becoming life long learners.

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:

Supports differentiation with interactive features that combine text and media to differentiate abilities, learning styles, and languages.

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:

The materials are engaging and motivate the students to be scientists. Virtual labs, robust science challenges, and hands-on experiments all aid in engaging students in the learning process.

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 materials are logically organized and consistent with the appropriate goals, content, and learning 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 standards-based with the curriculum being inquiry-based format built on the 5E Model. This encourages the students to learn how to read, write, and think like a scientist.

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 are effective in teaching the targeted outcomes because its standards-based and student-centered. Therefore, it meets the needs of the students while providing authentic instruction.

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 targeted assessment strategies are those that are comprehensive to the resources, aligned to the standards, and provide students with a digital resource that enhances learning.

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 is aligned to the curriculum which in turn is standards-based and student-centered.

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:

The needs of all students is covered when it comes to incorporating strategies, materials, and activities. The lessons are modeled, hyperlinked standards alignment, interactive, multimodal, ELL teaching tips, common misconceptions, background information, and literacy connections.

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:

Yes, I observe the appropriate application of Mathematical Practices as applicable. When instructing the students on the stars and the moons the following standard is addressed: MAFS.K12.MP.6.1. This shows the math connections within the lessons.

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 in all, this submission meets the requirements when it comes to learning. The standards are aligned and it includes the Mathematical Practices. It considers the needs of all students (i.e. students with disabilities, different learning styles, and various languages. The instructional strategies and assessment strategies can all be located and accessed in one place. The desired learning outcomes and objectives can be obtained and deemed as effective in this adoption. Explicit instruction that engages and motivates the learners is vital to the learning requirements.

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.3.E.5.1:** Explain that stars can be different; some are smaller, some are larger, and some appear brighter than others; all except the Sun are so far away that they look like points of light.

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

Justification:

The standard is marked appropriately and is evident in the materials under the Subdiscipline: Earth and Space Science. The concept in which this standard is addressed is Our Star the Sun.

2. **SC.3.E.5.2:** Identify the Sun as a star that emits energy; some of it in the form of light.

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

Justification:

The standard is marked appropriately and is evident in the materials under the Subdiscipline: Earth and Space Science. The concept in which this standard is addressed is Our Star the Sun.

3. **SC.3.E.5.3:** Recognize that the Sun appears large and bright because it is the closest star to Earth.

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

Justification:

The standard is marked appropriately and is evident in the materials under the Subdiscipline: Earth and Space Science. The concept in which this standard is addressed is Our Star the Sun.

4. **SC.3.E.5.4:** Explore the Law of Gravity by demonstrating that gravity is a force that can be overcome.

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

Justification:

The standard is marked appropriately and is evident in the materials under the Subdiscipline: Earth and Space Science. The concept in which this standard is addressed is Gravity.

5. **SC.3.E.5.5:** Investigate that the number of stars that can be seen through telescopes is dramatically greater than those seen by the unaided eye.

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

Justification:

The standard is marked appropriately and is evident in the materials under the Subdiscipline: Earth and Space Science. The concept in which this standard is addressed is Constellations.

6. **SC.3.E.6.1:** Demonstrate that radiant energy from the Sun can heat objects and when the Sun is not present, heat may be lost.

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

Justification:

The standard is marked appropriately and is evident in the materials under the Subdiscipline: Earth and Space Science. The concept in which this standard is addressed is Our Star the Sun. This standard is coupled with other standards that address the benchmark about the Sun.

7. **SC.3.L.14.1:** Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.

Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.L.14.2 and SC.4.L.16.1. Integrate for compare/contrast HE.3.C.1.5. Recognize that body parts and LAFS.3.RI.1.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

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

Justification:

The standard is marked appropriately and is evident in the materials under the Subdiscipline: Life Science. The concept in which this standard is addressed is Basic Needs of Plants. This speaks on how plants need basic things such as food and water to survive.

8. **SC.3.N.1.5:** Recognize that scientists question, discuss, and check each other's evidence and explanations.

Remarks/Examples:

Florida Standards Connections: 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:

This standard is coupled with other standards and benchmarks throughout the material. The MAFS connection is also evident which supports the Mathematical Practices.

9. **SC.3.N.1.6:** Infer based on observation.

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:

This standard is coupled with other standards and benchmarks throughout the material. The MAFS connection is also evident which supports the Mathematical Practices.

10. **SC.3.N.1.7:** Explain that empirical evidence is information, such as observations or measurements, that is used to help validate explanations of natural phenomena.

Remarks/Examples:

Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically.

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

Justification:

This standard is coupled with other standards and benchmarks throughout the material. The MAFS connection is also evident which supports the Mathematical Practices.

11. **SC.3.N.3.1:** Recognize that words in science can have different or more specific meanings than their use in everyday language; for example, energy, cell, heat/cold, and evidence.

Remarks/Examples:

Florida Standards Connections: LAFS.3.RI.2.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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

Justification:

This standard was addressed and connected with the LAFS standards which supports literacy connections. Basic Vocabulary and Domain-Specific Vocabulary is throughout the lessons which aligns with the standards listed above.

12. **SC.3.N.3.2:** Recognize that scientists use models to help understand and explain how things work.

Remarks/Examples:

Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics.

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

Justification:

This standard is coupled with other standards and benchmarks throughout the material. The MAFS connection is also evident which supports the Mathematical Practices.

13. **SC.3.N.3.3:** Recognize that all models are approximations of natural phenomena; as such, they do not perfectly account for all observations.

Remarks/Examples:

Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics.

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

Justification:

This standard is coupled with other standards and benchmarks throughout the material. The MAFS connection is also evident which supports the Mathematical Practices.

14. **SC.3.P.8.1:** Measure and compare temperatures of various samples of solids and liquids.

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:

This standard is coupled with other standards and benchmarks throughout the material. The standard is marked appropriately and is evident in the materials under the Subdiscipline: Solids, Liquids, and Gases. The concept in which this standard is addressed is Three States of Matter and Changing States.

15. **SC.3.P.8.2:** Measure and compare the mass and volume of solids and liquids.

Remarks/Examples:

Introduce the term mass as compared to the term weight.

Florida Standards Connections: MAFS.3.MD.1.2 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:

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16. **SC.3.P.8.3:** Compare materials and objects according to properties such as size, shape, color, texture, and hardness.

Remarks/Examples:

Florida Standards Connections: MAFS.3.MD.2.4;

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:

This standard is coupled with other standards and benchmarks throughout the material (LAFS, MAFS, NGSSS). The standard is marked appropriately and is evident in the materials under the Subdiscipline: Solids, Liquids, and Gases. The concept in which this standard is addressed is Materials.

17. **SC.3.P.9.1:** Describe the changes water undergoes when it changes state through heating and cooling by using familiar scientific terms such as melting, freezing, boiling, evaporation, and condensation.

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

Justification:

The standard is marked appropriately and is evident in the materials under the Subdiscipline: Solids, Liquids, and Gases. The concept in which this standard is addressed is Three States of Matter and Changing States.

18. **SC.3.P.10.1:** Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical.

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

Justification:

This standard is addressed and aligned to the appropriate complexity. The standard is marked appropriately and is evident in the materials under the Subdiscipline: Physical Science and Unit: Energy: Light and Heat. The concept in which this standard is addressed is What is Energy? and Light Energy.

19. **SC.3.P.10.2:** Recognize that energy has the ability to cause motion or create change.

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

Justification:

This standard is addressed and aligned to the appropriate complexity. The standard is marked appropriately and is evident in the materials under the Subdiscipline: Physical Science and Unit: Energy: Light and Heat. The concept in which this standard is addressed is What is Energy? and Light Energy.

20. **SC.3.P.10.3:** Demonstrate that light travels in a straight line until it strikes an object or travels from one medium to another.

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

Justification:

This standard is addressed and aligned to the appropriate complexity. The standard is marked appropriately and is evident in the materials under the Subdiscipline: Physical Science and Unit: Energy: Light and Heat. The concept in which this standard is addressed is Reflection, Refraction, and Color. Mathematical Practices are addressed and aligned with this standard as well.

21. **SC.3.P.10.4:** Demonstrate that light can be reflected, refracted, and absorbed.

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

Justification:

This standard is addressed and aligned to the appropriate complexity. The standard is marked appropriately and is evident in the materials under the Subdiscipline: Physical Science and Unit: Energy: Light and Heat. The concept in which this standard is addressed is Reflection and Refraction.

22. **SC.3.P.11.1:** Investigate, observe, and explain that things that give off light often also give off heat.

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

Justification:

This standard is addressed and aligned to the appropriate complexity. The standard is marked appropriately and is evident in the materials under the Subdiscipline: Physical Science and Unit: Energy: Light and Heat. The concept in which this standard is addressed is What is Energy? and Light Energy.

23. **SC.3.P.11.2:** Investigate, observe, and explain that heat is produced when one object rubs against another, such as rubbing one's hands together.

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

Justification:

This standard is addressed and aligned to the appropriate complexity. The standard is marked appropriately and is evident in the materials under the Subdiscipline: Physical Science and Unit: Energy: Light and Heat. The concept in which this standard is addressed is Friction.

24. **LAFS.3.RI.1.3:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

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

Justification:

LAFS standard above is addressed in the material in which students can make a literacy connection and identify the text structure being used by the author when it comes to the text.

25. **LAFS.3.RI.2.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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

Justification:

Vocabulary is evident throughout the lesson so this addresses this standard.

26. **LAFS.3.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 2–3 text complexity band independently and proficiently.

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

Justification:

The text being read in class meets this standard because it includes informational text (science, technical texts, etc.).

27. **LAFS.3.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 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 (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

d. Explain their own ideas and understanding in light of the discussion.

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

Justification:

Students are prompted to turn and talk and participate in classroom discussions about the instruction. This aligns with the standard which shows the standard is being addressed.

28. **LAFS.3.W.3.8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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

Justification:

Making connections amongst cultural items and solving real world problems addresses this writing standards.

29. **HE.3.C.1.4:** Recognize common childhood health conditions.

Remarks/Examples:

Asthma, diabetes, food allergies, dental cavities, and colds.

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

Justification:

This standard is addressed in the material under the Subdiscipline Life Science and under the unit entitled Human Health.

30. **HE.3.C.1.5:** Recognize that body parts and organs work together to form human body systems.

Remarks/Examples:

Circulatory system, digestive system, nervous system, reproductive system, and other body systems.

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

Justification:

This standard is addressed when it covers the immune system, its function, and how it reacts to pathogens.

31. **MAFS.3.MD.1.2:** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.

Remarks/Examples:

Examples of Opportunities for In-Depth Focus

Continuous measurement quantities such as liquid volume, mass, and so on are an important context for fraction arithmetic (cf. 4.NF.2.4c, 5.NF.2.7c, 5.NF.2.3). In grade 3, students begin to get a feel for continuous measurement quantities and solve whole-number problems involving such quantities.

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

Justification:

Mathematical Practices as well as the Florida NGSSS are addressed in the materials.

32. **MAFS.3.MD.2.4:** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

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

Justification:

Mathematical Practices as well as the Florida NGSSS are addressed in the materials.

33. **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 opportunity to provide scaffolding and modeled lessons is beneficial for ELL students. The audio and media to text connection allows the various languages to be used to enhance the learning of ELL students.

34. **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:

The opportunity to provide scaffolding and modeled lessons is beneficial for ELL students. The audio and media to text connection allows the various languages to be used to enhance the learning of ELL students.