Bid 3357

INSTRUCTIONAL MATERIALS ADMINISTRATOR

Recommendation

Yes

Comments: I think this techbook is amazing. I love all the resources that are there for teacher, parents and students!! My only concern is that there may be too many resources at first and it would be beneficial to host a family night to help families know and understand the tools to help their child be successful. The amount of resources they have not only for general education students, but students that are above level and also your ESE and ELL students I thought was great. The lessons were highly engaging and with the videos and virtual field trips, it just helped solidify the learning for the students in the real world.

Material for Review

Course: Science - Grade Four (5020050)
Title: Discovery Education Science Techbook (Florida) - Grade 4 , 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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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 was very easy to see which standard went with which lesson and how it was aligned to the lesson.

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:
Easy to understand and see how the skill level was connected to the standard.

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:
Lots of options depending on if you had one to one devices or only a few or if only the teacher had a device. Very well adaptable for all to use.

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:
I thought it gave great details in many ways to help all learners learn the concept being taught.

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:
It gives many ways to make adjust and make the content match the standards based upon the complexity or difficulty needed for the students.

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:
It was well matched for age appropriate activities.

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:
It was good, but things typically always take longer than what is portrayed. I think they were pretty accurate, but timing is always an issue in teaching to meet the needs of all.

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 were excellent and gave expert information on the subject, especially for a teacher that is not Science strong.

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 were great with contributing to the content.

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 did not see any errors in what I viewed.

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 I viewed was very factual without any contradictions or bias opinions.

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 was well aligned with the theories, concepts and standards with a lot of interactive models.

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:
I found no errors.

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:
Very up to date and with being online it can be adjusted as needed.

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:
It is presented very well and address all standards and 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:
It is very engaging and interactive.

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:
It is very connected to real world and is meaningful for students without being too overwhelming.

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 was very well connected.

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 saw many different genders and ethnicity, as well as physical and social groups represented.

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:
Everything looked very compassionate towards all living things.

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:
Very well aligned and covered.

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:
For the most part I saw this, but there were a few times were I noticed additional time would be needed to fully prepare for the lesson.

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:
It was very well aligned and very easy to access.

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 flow was very well written and easy to follow.

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:
Very easy to understand and very engaging. I loved how the virtual field trips made everything so real for the students and gave them ideas on future jobs, as well.

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:
For the most part the information was direct and concise, although at times I felt that some of the low level learners may struggle with the amount of information given. It would be nice to see them broken up a little more for these students into mini lessons so they do not become so overwhelmed.

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 gives a lot of support not only for teachers, but for parents and students, as well. With that said there are so many resources that it was slightly overwhelming, where I feel for it to be fully used and understood a parent/student night would be very helpful to help teach them how to navigate the techbook so it can be used at home and at school easily and efficiently.

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 presentation was very engaging and made me want to learn and investigate more. Science is typically not my cup of tea, but the presentation of the techbook made me excited to learn and teach this curriculum.

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:
Very much so!! This techbook is very motivating and engaging and makes Science fun and exciting.

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:
It does a thorough job of teaching a concept, sometimes the lessons or activities were a little lengthy, so I would probably have to break them down into a couple of mini lessons to make sure the students are fully understanding and not losing their attention.

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:
Everything is clearly laid out and precise outcomes and expectations.

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:
Lots of great resources, but will take a little time to teach students how to use all the resources appropriately and effectively.

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 support is there for all level learners, as well as the different learning styles to make each student a successful learner.

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:
There is a good amount of mental activity and some physical activity to make the learning process more engaging.

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 flow of the materials and the organizational of the techbook was well thought out.

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:
Great instructional materials that included good strategies, but certain strategies have to change as the class changes, so my only concern would be teachers leaning to heavily on this.

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:
Yes they incorporated the materials effectively.

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 and outcomes are clear and easy to follow and use.

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:
I like how the assessments are made up, but may need to be adjusted based upon the learner even more than what is shown.

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:
Yes I was very happy with this section.

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 aligned very well with the lesson and learning.

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 learning outcomes and materials are very well aligned with the standards and are easy for students to use and learn from, as well as have teachers meet their learning requirements for all types of 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.4.E.5.1:** Observe that the patterns of stars in the sky stay the same although they appear to shift across the sky nightly, and different stars can be seen in different seasons.

Remarks/Examples:

Florida Standards Connections: MAFS.K12.MP.2: Reason abstractly and quantitatively.

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

2. **SC.4.E.5.2:** Describe the changes in the observable shape of the moon over the course of about a month.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Very detailed and engaging.

3. **SC.4.E.5.3:** Recognize that Earth revolves around the Sun in a year and rotates on its axis in a 24-hour day.

Remarks/Examples:
Florida Standards Connections: MAFS.K12.MP.2: Reason abstractly and quantitatively.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Very well versed and easy to understand and teach.

4. **SC.4.E.5.4:** Relate that the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and stars are connected.

Remarks/Examples:
Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.4.E.5.1, SC.4.E.5.2, and SC.4.E.5.3.
Florida Standards Connections: MAFS.K12.MP.2: Reason abstractly and quantitatively.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Very well versed and easy to understand and teach.

5. **SC.4.E.5.5:** Investigate and report the effects of space research and exploration on the economy and culture of Florida.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Very engaging and interactive to make the comprehension of this standard even effective.

6. **SC.4.E.6.1:** Identify the three categories of rocks: igneous, (formed from molten rock); sedimentary (pieces of other rocks and fossilized organisms); and metamorphic (formed from heat and pressure).

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Very detailed and made real life connections for students to relate to.

7. **SC.4.E.6.2:** Identify the physical properties of common earth-forming minerals, including hardness, color, luster, cleavage, and streak color, and recognize the role of minerals in the formation of rocks.

Remarks/Examples:
Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.4.E.6.1.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Very detailed and made real life connections for students to relate to.

8. **SC.4.E.6.3:** Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.

Remarks/Examples:
Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.4.E.6.1.

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Good resources and information.

9. **SC.4.E.6.4:** Describe the basic differences between physical weathering (breaking down of rock by wind, water, ice, temperature change, and plants) and erosion (movement of rock by gravity, wind, water, and ice).

Remarks/Examples:
Annually assessed on Grade 5 Science FCAT 2.0.

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Good resources and information.

10. **SC.4.E.6.5:** Investigate how technology and tools help to extend the ability of humans to observe very small things and very large things.

Remarks/Examples:
MAFS.K12.MP.5: Use appropriate tools strategically.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Excellent way to show this by using the techbook to show the differences.

11. **SC.4.E.6.6:** Identify resources available in Florida (water, phosphate, oil, limestone, silicon, wind, and solar energy).

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Good resources and information.

12. **SC.4.L.16.1:** Identify processes of sexual reproduction in flowering plants, including pollination, fertilization (seed production), seed dispersal, and germination.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Very detailed and well versed.

13. **SC.4.L.16.2:** Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.

Remarks/Examples:
Integrate HE.4.C.1.6. Identify the human body parts and organs that work together to form healthy body systems.

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Good resources and information.

14. **SC.4.L.16.3:** Recognize that animal behaviors may be shaped by heredity and learning.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Excellent way to project this by using multiple sources.

15. **SC.4.L.16.4:** Compare and contrast the major stages in the life cycles of Florida plants and animals, such as those that undergo incomplete and complete metamorphosis, and flowering and nonflowering seed-bearing plants.

Remarks/Examples:
Annually assessed on Grade 5 Science FCAT 2.0.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Excellent way to project this by using multiple sources.

16. **SC.4.L.17.1:** Compare the seasonal changes in Florida plants and animals to those in other regions of the country.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Great comparisons for students to understand different regions in the country.

17. **SC.4.L.17.2:** Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them.

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Good information and resources.

18. **SC.4.L.17.3:** Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.

Remarks/Examples:
Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.L.17.2 and SC.4.L.17.2.

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Good information and resources.

19. **SC.4.L.17.4:** Recognize ways plants and animals, including humans, can impact the environment.

Remarks/Examples:
Introduce the impacts of invasive species, such as Brazilian pepper, Cuban anole, Kudzu, Australian pine, non-native pets released into wild (Burmese python). Ocean pollution resulting from discharge of sewage, toxic chemicals, manufacturing wastes, fertilizers, soaps, detergents,

runoff and insecticides population growth causes consumption of limited resources and land use expansion to accommodate for more people animal extinction (endangered and threatened species).

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Good information and resources.

20. **SC.4.N.1.1:** Raise questions about the natural world, use appropriate reference materials that support understanding to obtain information (identifying the source), conduct both individual and team investigations through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.

Remarks/Examples:
Florida Standards Connections: LAFS.4.RI.1.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them 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:
Lots of investigations and interacting learner to solidify thee students learning.

21. **SC.4.N.1.2:** Compare the observations made by different groups using multiple tools and seek reasons to explain the differences across groups.

Remarks/Examples:
Florida Standards Connections: LAFS.4.SL.1.1. Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics and, MAFS.K12.MP.5: Use appropriate tools strategically.

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ◉ **FAIR ALIGNMENT** ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
I did not see a lot of collaboration space between teaching partners.

22. **SC.4.N.1.3:** Explain that science does not always follow a rigidly defined method ("the scientific method") but that science does involve the use of observations and empirical evidence.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
This techbook shows a lot of the ways to use observations to help build science knowledge.

23. **SC.4.N.1.4:** Attempt reasonable answers to scientific questions and cite evidence in support.

Remarks/Examples:
Florida Standards Connections: LAFS.4.W.3.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. LAFS.4.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.

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

24. **SC.4.N.1.5:** Compare the methods and results of investigations done by other classmates.

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:
There are opportunities to compare results by peers.

25. **SC.4.N.1.6:** Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations.

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:
I did not see a lot of areas or tools to keep data on the observations, but saw a few examples to possibly use.

26. **SC.4.N.1.7:** Recognize and explain that scientists base their explanations on evidence.

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

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Excellent explanations of evidence.

27. **SC.4.N.1.8:** Recognize that science involves creativity in designing experiments.

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:
Excellent examples of ways to be creative in experiments in multiple ways.

28. **SC.4.N.2.1:** Explain that science focuses solely on the natural world.

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

29. **SC.4.N.3.1:** Explain that models can be three dimensional, two dimensional, an explanation in your mind, or a computer model.

Remarks/Examples:
Florida Standards Connections: MAFS.K12.MP.2: Reason abstractly and quantitatively and, MAFS.K12.MP.4: Model with mathematics.

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Not sure it explains it in detail, but shows many of these examples.

30. **SC.4.P.8.1:** Measure and compare objects and materials based on their physical properties including: mass, shape, volume, color, hardness, texture, odor, taste, attraction to magnets.

Remarks/Examples:
Investigate the concept of weight versus mass of objects.
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:

31. **SC.4.P.8.2:** Identify properties and common uses of water in each of its states.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Great examples and explanations of the states of water.

32. **SC.4.P.8.3:** Explore the Law of Conservation of Mass by demonstrating that the mass of a whole object is always the same as the sum of the masses of its parts.

Remarks/Examples:
Investigate the concept of weight versus mass of objects.
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:

33. **SC.4.P.8.4:** Investigate and describe that magnets can attract magnetic materials and attract and repel other magnets.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Great hands on activities.

34. **SC.4.P.9.1:** Identify some familiar changes in materials that result in other materials with different characteristics, such as decaying animal or plant matter, burning, rusting, and cooking.

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

Justification:
Activities that connect and make it real world for students.

35. **SC.4.P.10.1:** Observe and describe some basic forms of energy, including light, heat, sound, electrical, and the energy of motion.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Great information and resources.

36. **SC.4.P.10.2:** Investigate and describe 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:

37. **SC.4.P.10.3:** Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Great videos and resources to solidify their understanding.

38. **SC.4.P.10.4:** Describe how moving water and air are sources of energy and can be used to move things.

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

39. **SC.4.P.11.1:** Recognize that heat flows from a hot object to a cold object and that heat flow may cause materials to change temperature.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Real world connections and videos.

40. **SC.4.P.11.2:** Identify common materials that conduct heat well or poorly.

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

41. **SC.4.P.12.1:** Recognize that an object in motion always changes its position and may change its direction.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Great examples and resources.

42. **SC.4.P.12.2:** Investigate and describe that the speed of an object is determined by the distance it travels in a unit of time and that objects can move at different speeds.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Great examples and resources.

43. **LAFS.4.RI.1.3:** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
The use of the technology and making it real world allows students to fully understand the concept in multiple ways, via text or media.

44. **LAFS.4.RI.2.4:** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Great vocabulary and resources to help the understanding

45. **LAFS.4.RI.4.10:** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
The way this book has multiple ways of learning styles and differentiation to help all learners by successful is a huge plus.

46. **LAFS.4.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 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 to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
d. Review the key ideas expressed and 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:
Lots of teacher strategies and background knowledge to help us be more confident scientists.

47. **LAFS.4.W.3.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

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

48. **LAFS.4.W.3.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

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

49. **MAFS.4.MD.1.1:** Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...

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

50. **MAFS.4.MD.2.4:** Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.

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

51. **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:

52. **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:

53. **HE.4.C.1.5:** Identify the human body parts and organs that work together to form healthy body systems.

Remarks/Examples:
Muscular and skeletal systems, circulatory and respiratory systems, and endocrine and reproductive systems.

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