

# INSTRUCTIONAL MATERIALS ADMINISTRATOR

BID 3385

## Recommendation

Yes

**Comments:** Additional ELA support could be provided  
Quest Labs add a great student connection (inquiry and text connection)

## Material for Review

**Course:** Science - Grade Four (5020050)  
**Title:** Pearson Elevate Science, Florida Edition, Grade 4 , Edition: 1st  
**Copyright:** 2019  
**Author:** Miller, et al  
**Grade Level:** K - 5

## Content

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- 5 - VERY GOOD ALIGNMENT
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- 3 - FAIR ALIGNMENT
- 2 - POOR ALIGNMENT
- 1 - VERY POOR/NO ALIGNMENT

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**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:

All expected benchmarks are addressed at some point

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:

may not be high interest but easily read

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:

**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:

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:

Some concepts are addressed obviously and does not allow for misconceptions to be addressed

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:

Some concepts are addressed obviously and does not allow for misconceptions to be addressed

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:

easily modified

**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:

variety of professionals cited

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:

**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:

No noticed errors

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

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

Justification:

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:

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:

**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:

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:

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:  
can easily be DI for all learners

**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:  
variety of real world connections and people

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:  
ample math and ELA connections

**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 people and places. very diverse

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

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

Justification:

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

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

Justification:

## Presentation

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**A. Comprehensiveness of Student and Teacher 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:  
some prep for inquiry but minimal

**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:

**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:

flows easily and clearly

**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:

Pictures and captions intrigue students

**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:

**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:

not clear on assistive supports

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

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

Justification:

## Learning

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**A. Motivational Strategies**1. A. Instructional materials include features to maintain learner motivation.

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

Justification:

**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:

targets concepts like wreathing and erosion thoroughly and the night sky (earth science is very thorough)

**C. Explicit Instruction**3. C. The materials contain clear statements of information and outcomes.

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

Justification:

**D. Guidance and Support**4. 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:

higher level thinking to prompt students

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:

kinesthetic and visual learners are targets well

**E. Active Participation of Students**6. 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:

very stimulating

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:

clear benchmark connections

**F. Targeted Instructional Strategies**8. 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:

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:

**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:

Quest check-ins line up and are throughout the material

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:

A variety of Labs are presented- demonstration, solve it with science etc

**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:

visuals 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:

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

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

Justification:

## Standards

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When looking at standards alignment reviewers should consider not only the robustness of the standard coverage but also the content complexity (depth of knowledge level) if appropriate. More information on content complexity as it relates to Florida standards can be found at: [http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS\\_ccdefinitions\\_140711.pdf](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:

How long does it take to orbit connection but matches E.5.3 better

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:

STEM Lab, investigate lab and text connection and depth complexity match

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:

How long does it take to orbit? Lesson

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:

multiple connections. model phases lab,

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:  
Cause and effect ELA correlation

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:  
text piece only

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:  
investigate and quest labs to support texts

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:  
Text pieces uConnect Lab: How are energy resources used? Fossil Fuels text Engineering Connection, Renewable Energy Sources Visual Literacy Connection: Is renewable energy all around?, Energy That Does Not Run Out, Easily understood

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:

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.K.12.MP.5: Use appropriate tools strategically.

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

Justification:  
throughout benchmarks and STEM connections

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:  
Specifically names Florida resources and correlates labs

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:

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:

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:

Builds up a strong background for 5th

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:

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:

Specific to Florida

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:

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:

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:

Provides background to fifth grade

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:

visual text pieces with cause effect and main idea connections

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:

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:  
Through Quest Labs

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:  
STEM connection

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:  
Not clearly stated but implied

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:  
inference vs observation is not clear

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:  
Multiple scenarios

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:  
STEM Challenges

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:  
implied

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:

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:  
in NOS and rocks and minerals

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:

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:

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:

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:

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:

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:  
Quest labs

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:

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:

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:

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:

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:

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:

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.

- 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.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- 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.
- 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:

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:  
questions in each section

48. **LAFS.4.W.3.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- 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].").
- 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:  
details evident

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:  
Does not need in 4th science

50. **MAFS.4.MD.2.4:** Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ). 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:  
math standard but not truly appropriate for Science 4th grade

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:

few strategies

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:

additional support could be provided

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: