Instructional Materials Administrator

BID 3386

Recommendation

Yes

Comments: Based on this evaluation I recommend this instructional material for adoption. It provides a digital component which includes: videos, eTexts, documents, assessments, virtual labs, games, hands on labs, and interactivity. There are several connections amongst subject areas reflected in this instructional material such as, literacy/writing connection, math connection, career connection, and real world connection. This material builds for the future such as applying critical thinking and analytical skills, mastery of the engineering process, and learning from Stem careers. Questions embedded within the material requires the students to do more that simple recall. Students must explain, describe, evaluate, and reflect. The Big Ideas of the NGSSS is aligned with the MAFS AND LAFS standards. Differentiated instruction is evident in the material with leveled readers as well as differentiated tasks for the various types of students (i.e. struggling students, advanced learners). Assessments as well as remediation is embedded within the material. The teacher is provided with a planning guide as well as a scope and sequence which assists with making this material easy to pace and plan. The UDL components are also embedded with this material.

Material for Review

Course: Science - Grade Five (5020060)
Title: Pearson Elevate Science, Florida Edition, Grade 5 , Edition: 1st
Copyright: 2019
Author: Miller, et al
Grade Level: K - 5

Content

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To answer each item, select the appropriate rating from the following scale:

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

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- Additional information regarding the Content, Presentation, and Learning requirements are located in the Science K-12 Specifications for the 2017-18 Florida State Adoption of Instructional Materials.

Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

A. Alignment with curriculum1. A. The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.

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

Justification:
The content aligns with state standards such as, the NGSSS with Big Ideas, Topics, and 3 forms of sciences (earth science, physical science, life science); Florida Standards LAFS - RI, SL, W, MAFS - MD, G, MP; ELD (English Learners); Health Standards. It is also appropriate for the grade level (grade 5) and the learning outcomes.

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 writtent to the correct skill level of the standards and benchmarks in the course. It is grade level appropriate (grade 5) and includes the standards and benchmarks for grade 5.

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 engaging and involve hands-on learning experiences for the students while making connections across interdisciplinaries. Therefore the materials are adaptable and useful for classroom instruction.

B. Level of Treatment4. B. The materials provide sufficient details for students to understand the significance of topics and events.

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

Justification:
The materials are thorough and provide a great deal of details for students to understand the significance of topics and events. Connections are made in each lesson (i.e., math, career, literacy, stem, engineering). The materials has digital components (i.e., video, eText, interactivity, virtual lab, game, document, assessment, hands-on labs).

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:
Yes, the level (complexity) of the treatment of content matches the standards. The questions are are scaffolded into the DOK levels. They start off DOK 1, then progress to DOK 2, and then DOK 3. Questions are not all recall but it includes open-ended and task based questions such as explain, describe, evaluate, and reflect.

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:
Yes, the level (complexity) of the treatment of content matches the standards. The questions are are scaffolded into the DOK levels. They start off DOK 1, then progress to DOK 2, and then DOK 3. Questions are not all recall but it includes open-ended and task based questions such as explain, describe, evaluate, and reflect. This is all aligned to the grade level which is grade 5 and this appropriate. The scaffold approach will ensure that the students take part in the gradual release model in terms of answering the questions as they increase in DOK levels and complexity.

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:
This series is a year long adoption and the pacing guide and scope/sequence assists the teacher with matching the appropriate time period for instructing the content within one school year.

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:
All of the sources, both primary and secondary, cited reflect expert information when it comes to science as well as the other subject areas that are interrelated within the lessons. The materials are appropriate and align with the standards.

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:
All of the sources, both primary and secondary, cited reflect expert information when it comes to science as well as the other subject areas that are interrelated within the lessons. The sources are grade level appropriate and align with the content being addressed in the benchmarks and standards.

D. Accuracy of Content10. D. The content is presented accurately. (Material should be devoid of typographical or visual errors).

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

Justification:
The content was free from errors. The information presented was accurate.

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

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
The content did not display any biasness. It provides equity for all learners.

12. D. The content of the material is representative of the discipline? (Material should include prevailing theories, concepts, standards, and models used with the subject area).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
The content of the material allows students with the opportunity to design/build models, interpret data, evaluate designs, follow procedures, and analyze their findings.

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:
There were no mistakes within the content of the material. It was consistent and the material was accurate.

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

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
The content was current and meets the research and standards of practice today. It is aligned to the standards, involves various disciplines, embedded with 21st century components, and is infused with real world connections.

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

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context. Current research and standards of practice are exhibited within the content. Rigor, relevant, and deliberate content.

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

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
The content is appropriate for intended learners. Their are leveled readers which are suited for the various instructional levels of the students when it comes to their reading levels. The ELD standards meet the needs of the English Language Learners. UDL component meets the needs of the students with disabilities. Differentiated instruction is provided for the struggling students and advanced learners.

F. Authenticity of Content17. F. The content includes connections to life in a context that is meaningful to students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
The content included connections to life in a context that is meaningful to students such as, mathematics, reading and writing, and literacy. Real world connections such as career connections and real life scenarios are included in the content.

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 interdisciplinary connections include reading, writing, math, science, engineering, STEM, real world, career, and health. This is menaningful for students to see how all the interdisciplinary connections all intertwine.

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:
The content is fair and no sign of bias is evident.

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:
The materials display humanity and compassion.

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:
All in all, the content of the benchmarks and standards for this course is covered in the material and their is a scope/sequence as well as a pacing guide that displays how this unfolds throughout the course of the lessons.

Presentation

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A. Comprehensiveness of Student and Teacher Resources 1. A. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

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

Justification:
The comprehensiveness of the student resources addresses the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. For example, the digital materials meets these learning outcomes. The digital components include: videos, eTexts, interactivity, virtual labs, games, documents, assessments, and hands-on labs.

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:
All components specifically address and align with the standards.

C. Organization of Instructional Materials 3. C. The materials are consistent and logical organization of the content for the subject area.

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

Justification:
The materials are organized in a logical manner. Each piece folds over into the next.

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:
This adoption is very engaging, interactive, and includes the UDL approach. This is appropriate for the students' levels and abilities.

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:
The material is designed to be taught over the course of one school year. The pacing guide and scope/sequence is completed in a manner in which the students will have sufficient amount of time to master the skills/concepts being taught effectively.

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:
The material provides assistive technology-ready content that allow for a variety of assistive technology software to run in the background.

Tested supports include magnification and text-to-speech and on-screen keyboarding. All videos have closed-caption functionality. All of this supports and aids students with disabilities and/or various other needs.

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 requirements are exemplar. The materials are aligned and organized. Student and teacher resoures are appropriately aligned to the standards with skills embedded for future success.

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:
Instructional materials motivates students with engaging experiences through engaging with the interactive text, scaffolded labs, and high-impact visuals.

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 is organized into topics where the students read and respond within the text to the topics. Each topic starts with a problem-based learning activity. At the end of the topiv students are asked to create a product or solve the mystery about the topic that is presented.

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:
Clear and concise information is stated that allows the students to understand the expectations and outcomes of the lesson as well as provide the teacher with more time teaching and less time planning.

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 provide the scaffolding approach which assists with creating a learning environment that is equitable to the various learning modalities. It builds skills for the future, allows students with the opportunity to explore the real world, and focus on reading skills.

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 materials provide the scaffolding approach which assists with creating a learning environment that is equitable to the various learning modalities.

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 engage the physical and mental activity of students during the learning process by promoting mastery of the engineering process, encouraging students to apply critical thinking and analytical skills, and learn from stem careers. The lab zone includes hands-on experiements, performance based assessments, virtual labs, scaffolded labs, open-ended labs, stem labs, and design your own labs.

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 include organized activities such as the incorporation of engineering design activities, incorporation of interdisciplinaries (i.e., language arts, math, social studies, and science), hands-on activities, and comprehensive strategies.

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:
Targeted instructional strategies that are known to be successful for teaching the learning outcomes targeted in the curriculum requirements are as follows: standards-based/aligned, performance taks, focuses on reading skills, real world connections, and digital component.

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 materials makes learning an active experience by having students directly interact with the content presented in the text and then demonstrate their knowledge by writing and responding to the text.

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:
There is an embedded Review and Assess Component. This includes the topic being assessed and the Florida Science Assessment Practice in which the science standards are assessed. This correlates with the desired learning outcomes of whether the students have mastered the standards.

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:
There is an embedded Review and Assess Component. This includes the topic being assessed and the Florida Science Assessment Practice in which the science standards are assessed. This correlates with the desired learning outcomes of whether the students have mastered the standards.

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:
The UDL meets the needs of all students (i.e., students with disabilities, English Language Learners, and struggling students). Videos are closed-caption functionality as well as text to speech tools are available for students with disabilities. Visual enhacements as well as read aloud audio are available for English Language Learners. Leveled readers and scaffolded lessons/labs/questioning for struggling learners are available.

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:
Yes the Mathematical Practices were appropriate and applicable to the content. It allows the students to make math connections with the science content.

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 satisfies the LEARNING requirements because it involves mathematics within the science content, it considers the needs of all learners by following the Universal Design for Learning, and incorporating strategies that are deliberate, motivational, explicit, and rigorous.

Standards

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When looking at standards alignment reviewers should consider not only the robustness of the standard coverage but also the content complexity (depth of knowledge level) if appropriate. More information on content complexity as it relates to Florida standards can be found at: http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS_ccdefinitions_140711.pdf
For example, if the standard is marked as a level 3 (strategic reasoning and complex thinking) then the materials coverage should reflect this. If the materials coverage is only sufficient to allow for recall (level 1) then this should be reflected in the points assigned.

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

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

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
This standard is assessed on the FCAT 2.0 for grade 5. This standard is reflected in the materials as a level 3 (strategic reasoning and complex thinking).

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

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
This standard is assessed on the FCAT 2.0 for grade 5. This standard is reflected in the materials as a level 3 (strategic reasoning and complex thinking).

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

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

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
This standard is assessed on the FCAT 2.0 for grade 5. This standard is reflected in the materials as a level 3 (strategic reasoning and complex thinking).

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

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

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

Justification:
This standard is assessed on the FCAT 2.0 for grade 5. This standard is reflected in the materials. This also incorporates the Florida Math Standards so the math and science connection is reflected within the materials.

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

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
This standard is assessed on the FCAT 2.0 for grade 5. This standard is reflected in the materials. This also incorporates the Florida Math Standards so the math and science connection is reflected within the materials.

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

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

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
This standard is assessed on the FCAT 2.0 for grade 5. This standard is reflected in the materials as a level 3 (strategic reasoning and complex thinking).

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

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
This standard is assessed on the FCAT 2.0 for grade 5. This standard is reflected in the materials as a level 3 (strategic reasoning and complex thinking).

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

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
This standard is assessed on the FCAT 2.0 for grade 5. This standard is reflected in the materials as a level 3 (strategic reasoning and complex thinking).

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

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
This standard is assessed on the FCAT 2.0 for grade 5. This standard is reflected in the materials as a level 3 (strategic reasoning and complex thinking).

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

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
This standard emphasizes strategic thinking when it asks the students to design a plan and complex thinking when it asks the students to identify the reasons for having the plan.

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

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

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
This standard is reflected in the material, however the human body systems are not assessed through this benchmark so additional resources or information will need to be provoided to ensure the students master the standard that involves human body systems.

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

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

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
This standard is assessed on the FCAT 2.0 for grade 5. This standard is reflected in the materials as a level 3 (strategic reasoning and complex thinking). The compare and contrast skill is a part of the ELA standards so this is good for incorporating interdisciplinary subjects (ELA and Science).

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

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
This standard is assessed on the FCAT 2.0 for grade 5. This standard is reflected in the materials as a level 3 (strategic reasoning and complex thinking). The standard is asking for the students to describe the differences between things and this is a part of the ELA standards so this is good for incorporating interdisciplinary subjects (ELA and Science).

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

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

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
This standard is assessed on the FCAT 2.0 for grade 5. This standard is reflected in the materials as a level 3 (strategic reasoning and complex thinking). The compare and contrast skill is a part of the ELA standards so this is good for incorporating interdisciplinary subjects (ELA and Science).

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

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

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
This standard is assessed on the FCAT 2.0 for grade 5. This standard is reflected in the materials as a level 3 (strategic reasoning and complex thinking) when it asks the student to design and evaluate a written procedure or experimental setup. The ELA standards and Math Standards are incorporated with this standard so this shows use of interdisciplinary subjects (ELA, Math and Science).

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

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

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
This standard is assessed on the FCAT 2.0 for grade 5. This standard is reflected in the materials as a level 3 (strategic reasoning and complex thinking).

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

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

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

Justification:
This standard is assessed on the FCAT 2.0 for grade 5. This standard is reflected in the materials as a level 3 (strategic reasoning and complex thinking). The Math Standards are incorporated with this standard so this shows use of interdisciplinary subjects (Math and Science).

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

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

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
This standard is assessed on the FCAT 2.0 for grade 5. This standard is reflected in the materials as a level 3 (strategic reasoning and complex thinking). The Math Standards are incorporated with this standard so this shows use of interdisciplinary subjects (Math and Science).

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

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

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
This standard is assessed on the FCAT 2.0 for grade 5. This standard is reflected in the materials as a level 3 (strategic reasoning and complex thinking). The Math Standards are incorporated with this standard so this shows use of interdisciplinary subjects (Math and Science).

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

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
This standard is assessed on the FCAT 2.0 for grade 5. This standard is reflected in the materials as a level 3 (strategic reasoning and complex thinking).

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

Remarks/Examples:
Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.N.1.7, SC.4.N.1.3, SC.4.N.1.7, SC.5.N.1.5, and SC.5.N.1.6.
Florida Standards Connections: LAFS.5.W.3.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them and, MAFS.K12.MP.2: Reason abstractly and quantitatively and, MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
This standard is assessed on the FCAT 2.0 for grade 5. This standard is reflected in the materials as a level 3 (strategic reasoning and complex thinking). The ELA standards and Math Standards are incorporated with this standard so this shows use of interdisciplinary subjects (ELA, Math and Science). Evidence needs to be provided to support the answer given by the student.

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

Remarks/Examples:
Remarks/Examples: Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.N.1.2, SC.3.N.1.5, SC.4.N.1.2, SC.4.N.1.5, and SC.5.N.1.3.
Florida Standards Connections: LAFS.5.SL.1.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
Florida Standards Connections: MAFS.K12.MP.6: Attend to precision.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
This standard is assessed on the FCAT 2.0 for grade 5. This standard is reflected in the materials as a level 3 (strategic reasoning and complex thinking). The ELA standards and Math Standards are incorporated with this standard so this shows use of interdisciplinary subjects (ELA, Math and Science). Speaking and listening is a component of ELA and the students will be asked to engage in discussion to demonstrate this standard.

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

Remarks/Examples:

Investigate the concept of weight versus mass of an object. Discuss why mass (not weight) is used to compare properties of solids, liquids and gases. Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.P.8.1, SC.3.P.8.2, SC.3.P.8.3, and SC.4.P.8.1. MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.

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

Justification:
This standard is assessed on the FCAT 2.0 for grade 5. This standard is reflected in the materials as a level 3 (strategic reasoning and complex thinking). The Math Standards are incorporated with this standard so this shows use of interdisciplinary subjects (Math and Science).

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

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

Justification:
This standard is assessed on the FCAT 2.0 for grade 5. This standard is reflected in the materials as a level 3 (strategic reasoning and complex thinking). The material does not display this standard as a recall task. The students are asked to delve deeper.

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

Remarks/Examples:

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

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

Justification:
This standard is assessed on the FCAT 2.0 for grade 5. This standard is reflected in the materials as a level 3 (strategic reasoning and complex thinking). The material does not display this standard as a recall task. The students are asked to delve deeper and demonstrate while explaining.

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

Remarks/Examples:

Recognize that matter is composed of atoms.

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

Justification:
This standard ensures that students recognize that matter is made out of atoms.

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

Remarks/Examples:

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

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

Justification:
This standard is assessed on the FCAT 2.0 for grade 5. This standard is reflected in the materials as a level 3 (strategic reasoning and complex thinking). The students are asked to describe in words the two changes (physical and chemical) are affected by temperature.

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

Remarks/Examples:

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

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

Justification:
This standard is assessed on the FCAT 2.0 for grade 5. This standard is reflected in the materials as a level 3 (strategic reasoning and complex thinking). The students are asked to describe in words forms of energy.

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

Remarks/Examples:

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

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

Justification:
This standard is assessed on the FCAT 2.0 for grade 5. This standard is reflected in the materials as a level 3 (strategic reasoning and complex thinking). The students are asked to explain energy and what it has the capabilities to do.

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

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
This standard is assessed on the FCAT 2.0 for grade 5. This standard is reflected in the materials as a level 3 (strategic reasoning and complex thinking). The students are asked to describe in words the concepts of attraction and repulsion amongst objects.

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

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

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
This standard is assessed on the FCAT 2.0 for grade 5. This standard is reflected in the materials as a level 3 (strategic reasoning and complex thinking). The students are asked to describe in words the process of electrical energy.

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

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
This standard is assessed on the FCAT 2.0 for grade 5. This standard is reflected in the materials as a level 3 (strategic reasoning and complex thinking). The students are asked to demonstrate through an illustration the flow of electricity and the use of a closed circuit.

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

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Students are asked to sort materials into one of two classifications (conduct electricity or do not conduct electricity).

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

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

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
This standard is assessed on the FCAT 2.0 for grade 5. This standard is reflected in the materials as a level 2. The students are asked to identify how objects move.

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

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

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
This standard is assessed on the FCAT 2.0 for grade 5. This standard is reflected in the materials as a level 3 (strategic reasoning and complex thinking). The students are asked to describe in words the concept of force and motion.

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

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Students will recognize and describe in words the way mass, force, and motion correlate with one another.

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

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Students will explain force when it comes to objects.

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

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
This shows the reading/language arts connection. This standard is displayed throughout the text.

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

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

Justification:
There is both vocabulary and academic vocabulary that is within each lesson. This standard is mentioned frequently throughout the text.

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

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

Justification:
The text includes complex text as a result of the technical and science text used in the materials. Students must be able to read and comprehend these text on the appropriate grade level.

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

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

Justification:
There are times when the students will work in groups to conduct the various lab opportunities. Discussion has to occur within the groups to express their findings/results of the experiments.

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

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

Justification:
Writing is embedded throughout the program to allow students to display mastery of the topics and standards.

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

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

Justification:
Evidence is gathered from the text to provide students with the opportunity to analyze their findings and reflect on those findings.

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

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

Justification:
Math Connection with the Florida Math Standards when it comes to axes, the coordinate system, and perpendicular lines. Geometry standard being covered in this material.

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

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

Justification:
Math Connection with the Florida Math Standards when it comes to line plots and fractions of a unit. Measurement and data standard being covered in this material.

46. **ELD.K12.ELL.SC.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

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

Justification:
Standards to address the needs of English Language Learners reflected in this material.

47. **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

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

Justification:
Standards to address the needs of English Language Learners reflected in this material.

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

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

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

Justification:
Students will have to use words to explain (not recall) how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems. This standard is assessed on Grade 5 Science FCAT 2.0