Bid 3397

INSTRUCTIONAL MATERIALS ADMINISTRATOR

Recommendation

Yes

Comments: Material was presented in a logical instructional sequence. Lessons follow the 5E model of instruction. Students engage in both inquiry as well as Modeling Elicit activities. Engages the students in higher order thinking and presents material in a variety of formats to engage students

Material for Review

Course: Science - Grade Two (5020030)
Title: STEMscopes Florida 2.0 - 2nd Grade , Edition: 1
Copyright: 2017
Author: Jarrett Reid Whitaker
Grade Level: K - 5

Content

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.
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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

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

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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:
samples that I was able to access where well aligned to NGSSS 2.0 and cover all aspects of required content within the benchmarks

2. A. The content is written to the correct skill level of the standards and benchmarks in the course.

(●) **VERY GOOD ALIGNMENT** ( ) GOOD ALIGNMENT ( ) FAIR ALIGNMENT ( ) POOR ALIGNMENT ( ) VERY POOR/NO ALIGNMENT
Justification:
Content was well written to the age appropriate level of second graders and connected to their prior experiences

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:
materials were very user friendly

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:
content was connect to everyday experiences and presented in a variety of formats

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:
Material was presented at appropriate grade level, included both intervention and accelerated materials

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:
Material was presented at appropriate grade level, included both intervention and accelerated materials

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:
Allows for adjustment based on student abilities

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:
Author is experienced science teacher and secondary sources enhance instruction and understanding of content by students.

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:
Secondary sources enhance instruction and understanding of content by students.

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:
content 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:
was free of bias

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:
Content and instructional methods are current

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:
Content was factual and free of 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:
Content was up to date

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:
Material was related to student common experiences throughout the lessons

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:
Material was related to student common experiences for second graders throughout the lessons.

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:
Material was related to student common experiences for second graders throughout the lessons

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:
There was a good connect to literacy, reading comprehension and writing and justifying answers. Math standards were also included in the lessons and appropriate activities given to include these standards.

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:
There was no reference to any gender ethnicity, age, work situations, cultural, religious, physical, and social groups in any of the materials that I was able to access.

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 did not violate any of these standards

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:
Of the materials that I was able to access to review the standards were covered by the curriculum

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:
Includes everything the teacher needs to teach the lessons

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:
The lessons flowed well and the material was aligned well with the curriculum

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 of the lessons was logical and built on knowledge

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 good use of visuals and videos to engage students, clarify information and assist in comprehension.

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:
Information is paced for 5 days of instruction. Material is presented at a rate that is understandable for second graders.

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:
Material is presented in a variety of formats, written visual, videos, interactive technology and hands on projects

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:
Materials included presentations in a variety of formats, visuals and readability is excellent for second grade learners

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:
Provides a variety of instructional presentations and activities

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:
thoroughly covers the second grade standards. Does not overload students with too much different information at one time.

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:
Easy for teachers and students to understand

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:
Takes the students through the 5 E's of instruction in a manner that is easily understood for their grade level. Activities are clear and safe. Video's model hands on activities for both teachers and 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:
Provides both intervention activities as well as activities for advanced students

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:
Information is presented in a variety of formats and will engage most students through their interest levels and learning styles.

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:
Lessons follow the5's of instruction in a pattern that is logical and engaging for the students. Extension activities are well organized and related to the lessons, standards and goals.

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:
Follows the 5E' model of instruction. Provides experiences for the students in a variety of formats, text based, hands on, videos and technology interactive.

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:
Follows the 5E' model of instruction. Provides experiences for the students in a variety of formats, text based, hands on, videos and technology interactive.

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:
Assessment activities are provided that correlate to the material presented as well as the standards. There is a variety of access methods available to the teacher.

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:
Assessment through hand on labs, multiple choice and extended responses Claim, evidence and reasoning

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:
Instructional strategies are varied and include text based, hands on, videos, visual presentations and interactive technology

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:
Mathematics was appropriately incorporated into the lessons as relevant to both the science content and mathematical standards

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 material was age appropriate and presented in a variety of formats. Materials were provides for both intervention and accelerated students. There was a variety of assessment materials in different formats to access student learning and comprehension of the material.

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.2.E.6.1:** Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes.

Remarks/Examples:
Sizes - boulder, stone, pebble, sand, granular.

( ) VERY GOOD ALIGNMENT (●) **GOOD ALIGNMENT** ( ) FAIR ALIGNMENT ( ) POOR ALIGNMENT ( ) VERY POOR/NO ALIGNMENT
Justification:
Provides many examples

2. **SC.2.E.6.2:** Describe how small pieces of rock and dead plant and animal parts can be the basis of soil and explain the process by which soil is formed.

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

Justification:
Since I was only able to access a sampling of 3 standards/ benchmarks, I do not know how completely this benchmark was covered. I can only go based on the benchmarks I was able to access and therefore can only give a fair rating as I could not access these lessons.

3. **SC.2.E.6.3:** Classify soil types based on color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants.

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

Justification:
Since I was only able to access a sampling of 3 standards/ benchmarks, I do not know how completely this benchmark was covered. I can only go based on the benchmarks I was able to access and therefore can only give a fair rating as I could not access these lessons.

4. **SC.2.E.7.1:** Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season.

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

Justification:
Since I was only able to access a sampling of 3 standards/ benchmarks, I do not know how completely this benchmark was covered. I can only go based on the benchmarks I was able to access and therefore can only give a fair rating as I could not access these lessons.

5. **SC.2.E.7.2:** Investigate by observing and measuring, that the Sun's energy directly and indirectly warms the water, land, and air.

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:
Since I was only able to access a sampling of 3 standards/ benchmarks, I do not know how completely this benchmark was covered. I can only go based on the benchmarks I was able to access and therefore can only give a fair rating as I could not access these lessons.

6. **SC.2.E.7.3:** Investigate, observe and describe how water left in an open container disappears (evaporates), but water in a closed container does not disappear (evaporate).

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

Justification:
Since I was only able to access a sampling of 3 standards/ benchmarks, I do not know how completely this benchmark was covered. I can only go based on the benchmarks I was able to access and therefore can only give a fair rating as I could not access these lessons.

7. **SC.2.E.7.4:** Investigate that air is all around us and that moving air is wind.

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

Justification:
Since I was only able to access a sampling of 3 standards/ benchmarks, I do not know how completely this benchmark was covered. I can only go based on the benchmarks I was able to access and therefore can only give a fair rating as I could not access these lessons.

8. **SC.2.E.7.5:** State the importance of preparing for severe weather, lightning, and other weather related events.

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

Justification:
Since I was only able to access a sampling of 3 standards/ benchmarks, I do not know how completely this benchmark was covered. I can only go based on the benchmarks I was able to access and therefore can only give a fair rating as I could not access these lessons.

9. **SC.2.L.14.1:** Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions.

Remarks/Examples:
Integrate HE.2.C.1.6. Recognize the locations and functions of major human organs. HE.2.B.3.2. Name healthy options to health-related issues and problems.

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

Justification:
Since I was only able to access a sampling of 3 standards/ benchmarks, I do not know how completely this benchmark was covered. I can only go based on the benchmarks I was able to access and therefore can only give a fair rating as I could not access these lessons.

10. **SC.2.L.16.1:** Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.

Remarks/Examples:
Other examples for life cycles: peanuts, frogs and meal worms.

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

Justification:
This benchmark/ standard was complexly covered in the samples I was able to access.

11. **SC.2.L.17.1:** Compare and contrast the basic needs that all living things, including humans, have for survival.

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

Justification:
Since I was only able to access a sampling of 3 standards/ benchmarks, I do not know how completely this benchmark was covered. I can only go based on the benchmarks I was able to access and therefore can only give a fair rating as I could not access these lessons.

12. **SC.2.L.17.2:** Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.

Remarks/Examples:
Build on knowledge from grade 1 (food, air, water, space). Animals need air, food, water, shelter, and plants need air, water, nutrients, light.

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

Justification:
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13. **SC.2.N.1.1:** Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.

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

Justification:
Excellent use of the 5E model of instruction. Engages the students to explore through a variety of activities, uses Claim, evidence and reasoning

14. **SC.2.N.1.2:** Compare the observations made by different groups using the same tools.

Remarks/Examples:
Compare the observations made by different groups using the same tools.
Florida Standards Connections: LAFS.2.SL.1.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in groups.
MAFS.K12.MP.5: Use appropriate tools strategically.

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

Justification:
Excellent use of the 5E model of instruction. Engages the students to explore through a variety of activities, uses Claim, evidence and reasoning

15. **SC.2.N.1.3:** Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others.

Remarks/Examples:
Florida Standards Connections: LAFS.2.W.3.8. Recall information from experiences or gather information from provided sources to answer a question.

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

Justification:
Excellent use of the 5E model of instruction. Engages the students to explore through a variety of activities, uses Claim, evidence and reasoning

16. **SC.2.N.1.4:** Explain how particular scientific investigations should yield similar conclusions when repeated.

Remarks/Examples:
Florida Standards Connections: MAFS.2.MD.4.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

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

Justification:
Bar graphs were not specifically included in the materials I was able to access, but lesson do include a mathematical connection that relates both to the science content as well as the mathematics standards.

17. **SC.2.N.1.5:** Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

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 use of the 5E model of instruction. Engages the students to explore through a variety of activities, uses Claim, evidence and reasoning

18. **SC.2.N.1.6:** Explain how scientists alone or in groups are always investigating new ways to solve problems.

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:
Students engage in inquiry projects that address this standard by their own participation in solving a problem

19. **SC.2.P.8.1:** Observe and measure objects in terms of their properties, including size, shape, color, temperature, weight, texture, sinking or floating in water, and attraction and repulsion of magnets.

Remarks/Examples:
The use of the more familiar term "weight" instead of the term "mass" is recommended for grades K-2.
Florida Standards Connections: MAFS.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 benchmark was addressed and used in collecting data during hands on investigations

20. **SC.2.P.8.2:** Identify objects and materials as solid, liquid, or gas.

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ◉ **FAIR ALIGNMENT** ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Since I was only able to access a sampling of 3 standards/ benchmarks, I do not know how completely this benchmark was covered. I can only go based on the benchmarks I was able to access and therefore can only give a fair rating as I could not access these lessons.

21. **SC.2.P.8.3:** Recognize that solids have a definite shape and that liquids and gases take the shape of their container.

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ◉ **FAIR ALIGNMENT** ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Since I was only able to access a sampling of 3 standards/ benchmarks, I do not know how completely this benchmark was covered. I can only go based on the benchmarks I was able to access and therefore can only give a fair rating as I could not access these lessons.

22. **SC.2.P.8.4:** Observe and describe water in its solid, liquid, and gaseous states.

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ◉ **FAIR ALIGNMENT** ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Since I was only able to access a sampling of 3 standards/ benchmarks, I do not know how completely this benchmark was covered. I can only go based on the benchmarks I was able to access and therefore can only give a fair rating as I could not access these lessons.

23. **SC.2.P.8.5:** Measure and compare temperatures taken every day at the same time.

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:
Since I was only able to access a sampling of 3 standards/ benchmarks, I do not know how completely this benchmark was covered. I can only go based on the benchmarks I was able to access and therefore can only give a fair rating as I could not access these lessons.

24. **SC.2.P.8.6:** Measure and compare the volume of liquids using containers of various shapes and sizes.

Remarks/Examples:
Recognize the volume of a sample of liquid is independent of the size and shape of the container.
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:
Since I was only able to access a sampling of 3 standards/ benchmarks, I do not know how completely this benchmark was covered. I can only go based on the benchmarks I was able to access and therefore can only give a fair rating as I could not access these lessons.

25. **SC.2.P.9.1:** Investigate that materials can be altered to change some of their properties, but not all materials respond the same way to any one alteration.

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ◉ **FAIR ALIGNMENT** ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Since I was only able to access a sampling of 3 standards/ benchmarks, I do not know how completely this benchmark was covered. I can only go based on the benchmarks I was able to access and therefore can only give a fair rating as I could not access these lessons.

26. **SC.2.P.10.1:** Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.

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

Justification:
Since I was only able to access a sampling of 3 standards/ benchmarks, I do not know how completely this benchmark was covered. I can only go based on the benchmarks I was able to access and therefore can only give a fair rating as I could not access these lessons.

27. **SC.2.P.13.1:** Investigate the effect of applying various pushes and pulls on different objects.

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ◉ **FAIR ALIGNMENT** ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Since I was only able to access a sampling of 3 standards/ benchmarks, I do not know how completely this benchmark was covered. I can only go based on the benchmarks I was able to access and therefore can only give a fair rating as I could not access these lessons.

28. **SC.2.P.13.2:** Demonstrate that magnets can be used to make some things move without touching them.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
This was completely covered in the lessons that I was able to access.

29. **SC.2.P.13.3:** Recognize that objects are pulled toward the ground unless something holds them up.

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ◉ **FAIR ALIGNMENT** ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Since I was only able to access a sampling of 3 standards/ benchmarks, I do not know how completely this benchmark was covered. I can only go based on the benchmarks I was able to access and therefore can only give a fair rating as I could not access these lessons.

30. **SC.2.P.13.4:** Demonstrate that the greater the force (push or pull) applied to an object, the greater the change in motion of the object.

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ◉ **FAIR ALIGNMENT** ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Since I was only able to access a sampling of 3 standards/ benchmarks, I do not know how completely this benchmark was covered. I can only go based on the benchmarks I was able to access and therefore can only give a fair rating as I could not access these lessons.

31. **LAFS.2.RI.1.3:** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ◉ **FAIR ALIGNMENT** ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Since I was only able to access a sampling of 3 standards/ benchmarks, I do not know how completely this benchmark was covered. I can only go based on the benchmarks I was able to access and therefore can only give a fair rating as I could not access these lessons.

32. **LAFS.2.RI.2.4:** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
The was addressed in the materials I was able to access.

33. **LAFS.2.RI.4.10:** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 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 was addressed in the materials I was able to access

34. **LAFS.2.SL.1.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
b. Build on others' talk in conversations by linking their comments to the remarks of others.
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ◉ **FAIR ALIGNMENT** ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Not specifically addressed but is easily incorporated into the activities by the teacher

35. **LAFS.2.W.3.7:** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Students record observations during the hands on activities, engage in an inquiry to solve a problem and use claim evidence and reasoning to explain and justify answers

36. **LAFS.2.W.3.8:** Recall information from experiences or gather information from provided sources to answer a question.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Students use claim evidence and reasoning to justify answers

37. **HE.2.B.5.2:** Name healthy options to health-related issues or problems.

Remarks/Examples:
Safety equipment, peer cooperation, and communication.

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ◉ **FAIR ALIGNMENT** ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Since I was only able to access a sampling of 3 standards/ benchmarks, I do not know how completely this benchmark was covered. I can only go based on the benchmarks I was able to access and therefore can only give a fair rating as I could not access these lessons.

38. **HE.2.C.1.5:** Recognize the locations and functions of major human organs.

Remarks/Examples:
The functions of the heart, lungs, and muscles.

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ◉ **FAIR ALIGNMENT** ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Since I was only able to access a sampling of 3 standards/ benchmarks, I do not know how completely this benchmark was covered. I can only go based on the benchmarks I was able to access and therefore can only give a fair rating as I could not access these lessons.

39. **MAFS.2.MD.4.9:** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ◉ **FAIR ALIGNMENT** ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
I did not specifically see this in the three lessons I was able to access but the mathematical standards were incorporated into the science lessons.

40. **MAFS.2.MD.4.10:** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ◉ **FAIR ALIGNMENT** ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
I did not specifically see this in the three lessons I was able to access but the mathematical standards were incorporated into the science lessons.

41. **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:
Material was presented in both English and Spanish

42. **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:
Material was presented in both English and Spanish