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| SC Science Grade Level Instructional Materials Review Process Form  First Grade |

*Purpose: This process is designed to assist schools/districts with decision making regarding the adoption of science materials as correlated to the South Carolina College- and Career-Ready Science Standards 2021.*

*Directions: Use the* [*South Carolina College-and Career-Ready Science Standards 2021*](https://ed.sc.gov/instruction/standards-learning/science/standards/south-carolina-college-and-career-ready-science-standards-2021-approved/) *to determine how the instructional material(s) rate in providing opportunities for “Learning in Three Dimensional Science Classrooms” for each performance expectation. Specifically, how closely does each instructional material address the Science and Engineering Practices (SEPs), Disciplinary Core Ideas (DCIs) and Crosscutting Concepts (CCCs) as identified in the corresponding color for each performance expectation below. Total the ratings of the performance expectations to provide an overall rating for the instructional material. A notes section has been provided for observations and general information that might support the decision-making process.*

***Instructional Material Providers / Title(s):*** *All science* [*instructional materials*](https://ed.sc.gov/finance/instructional-materials/instructional-materials-and-district-selections/2022-23-instructional-materials-adoption-information/draft-2022-23-list-of-adopted-instructional-materials-for-science-k-8/) *available for the South Carolina Science adoption are listed below alphabetically based on provider. Order of appearance* ***does not indicate*** *a preference of curricular material.*

* Accelerate Learning Inc
  + *STEMscopes 3D*
* Amplify Education, Inc
  + *Amplify Science*
* Carolina Biological Supply Company
  + *Building Blocks of Science 3D*
  + *Smithsonian Science for the Classroom*
* Cengage Learning, Inc.
  + *National Geographic Exploring Science*
* Discovery Education, Inc.
  + *Discovery Education South Carolina Elementary Science*
* Houghton Mifflin Harcourt Publishing Company
  + *HMH Into Science*
* McGraw Hill LLC
  + *South Carolina Inspire Science*
* SASC, LLC d/b/a Activate Learning
  + *Activate Learning PRIME*
* Savvas Learning Company LLC
  + *South Carolina Elevate Science*
* Teachers' Curriculum Institute
  + *Bring Science Alive! Exploring Science Practices*
* TWIG Education, Inc
  + *Twig Science South Carolina*

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| **1st Grade** | | |
| Science and Engineering Practices (SEPs):   * Planning and Carrying Out Investigations * Analyzing and Interpreting Data * Constructing Explanations and Designing Solutions * Obtaining, Evaluating and Communicating Information | Disciplinary Core Ideas (DCI):   * Wave Properties * Electromagnetic Radiation * Information Technologies and Instrumentation * Structure and Function * Information Processing * Growth and Development of Organisms * Inheritance of Traits * Variation of Traits * The Universe and Its Stars * Earth and the Solar System * Developing Possible Solutions * Influence of Engineering, Technology and Science on Society and the Natural World * Interdependence of Science, Engineering and Technology | Crosscutting Concepts (CCCs):   * Patterns * Cause and Effect * Systems and System Models * Structure and Function |

**SC SDE 2022-23 Instructional Materials** [**Adoption Information**](https://ed.sc.gov/finance/instructional-materials/instructional-materials-and-district-selections/2022-23-instructional-materials-adoption-information/)**:**

* State Adopted [Instructional Materials](https://ed.sc.gov/finance/instructional-materials/instructional-materials-and-district-selections/2022-23-instructional-materials-adoption-information/draft-2022-23-list-of-adopted-instructional-materials-for-science-k-8/) for Science (K–8)
  + *State Adopted* [*Supplemental*](https://ed.sc.gov/finance/instructional-materials/instructional-materials-and-district-selections/2022-23-instructional-materials-adoption-information/draft-2022-23-list-of-adopted-supplemental-instructional-materials-for-science-k-8/) *Instructional Materials for Science (K–8)*
  + [*Ancillary And Services List*](https://ed.sc.gov/finance/instructional-materials/instructional-materials-and-district-selections/2022-23-instructional-materials-adoption-information/draft-2022-23-ancillary-and-services-list-for-adopted-science-k-8-materials/) *for Adopted Instructional Materials for Science (K-8)*

| **1st Grade** | | | | | |
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| |  |  |  |  | | --- | --- | --- | --- | | *\*Use the following scale to determine the rating for each Instructional Material (IM) based on the performance expectation:* | | | | | **Fully** addresses | **Partially** addresses | **Minimally** addresses | **Does not** address | | 3 | 2 | 1 | 0 | | | | | | |
| ***Performance Expectations:*** *The standard that represents the three-dimensional end-of-instruction goal aligned to what students should know, understand, and be able to perform to show proficiency in science and engineering.* | **IM:** | **IM:** | **IM:** | **IM:** | **IM:** |
| 1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. |  |  |  |  |  |
| **1-PS4-2.** Make observations to support an evidence-based claim that objects in darkness can be seen only when illuminated by light sources. |  |  |  |  |  |
| **1-PS4-3.** Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light. |  |  |  |  |  |
| **1-PS4-4.** Use tools and materials to design and build a device that uses light or sound to communicate over a distance. |  |  |  |  |  |
| **1-LS1-1.** Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. |  |  |  |  |  |
| **1-LS1-2.** Obtain information from multiple sources to determine patterns in parent and offspring behavior that help offspring survive. |  |  |  |  |  |
| **1-LS3-1.** Make observations to support an evidence-based claim that most young are like, but not exactly like, their parents. |  |  |  |  |  |
| **1-ESS1-1.** Use observations of the sun, moon, and stars to describe patterns that can be predicted. |  |  |  |  |  |
| **1-ESS1-2.** Make observations at different times of year to relate the amount of daylight to the time of year. |  |  |  |  |  |
| The content is engaging for students. |  |  |  |  |  |
| Virtual labs are included AND appropriate. |  |  |  |  |  |
| The materials provided are easy to use by all (*students and teachers*). |  |  |  |  |  |
| Materials are equitable for all learners. |  |  |  |  |  |
| Kit materials are included and support student learning. |  |  |  |  |  |
| All materials are compatible with current LMS. |  |  |  |  |  |
| Included videos are relevant and engaging. |  |  |  |  |  |
| Materials exemplify evidence of student learning. |  |  |  |  |  |
| These materials are described as “high quality”. |  |  |  |  |  |
| These materials are described as “effective”. |  |  |  |  |  |
| Additional Criteria: |  |  |  |  |  |
| **Total Score:** |  |  |  |  |  |

Notes: