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| SC Science Grade Level Instructional Materials Review Process Form  Fifth 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*
* Great Minds PBC
  + *PhD 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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| **5th Grade** | | |
| Science and Engineering Practices (SEPs):   * Developing and Using Models * Planning and Carrying Out Investigations * Analyzing and Interpreting Data * Using Mathematical and Computational Thinking * Engaging in Argument from Evidence * Obtaining, Evaluating and Communicating Information | Disciplinary Core Ideas (DCI):   * Structure and Properties of Matter * Chemical Reactions * Types of interactions * Energy in Chemical Processes and Everyday Life * Organization for Matter and Energy Flow in Organisms * Interdependent Relationships in Ecosystems * The Universe and Its Stars * Earth and the Solar System * Earth Materials and Systems * The Roles of Water in Earth’s Surface Processes * Human Impact on Earth Systems * 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 * Scale, Proportion and Quantity * Systems and System Models * Energy and Matter |

**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)*

| **5th 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:** |
| 5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen. |  |  |  |  |  |
| **5-PS1-2.** Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. |  |  |  |  |  |
| **5-PS1-3.** Make observations and measurements to identify materials based on their properties. |  |  |  |  |  |
| **5-PS1-4.** Conduct an investigation to determine whether the mixing of two or more substances results in new substances. |  |  |  |  |  |
| **5-PS2-1.** Support an argument that the gravitational force exerted by Earth on objects is directed down. |  |  |  |  |  |
| **5-PS3-1.** Use models to describe that energy in animals’ food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. |  |  |  |  |  |
| **5-LS1-1.** Support an argument with evidence that plants obtain materials they need for growth mainly from air and water. |  |  |  |  |  |
| **5-LS2-1.** Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. |  |  |  |  |  |
| **5-ESS1-1.** Support an argument with evidence that the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. |  |  |  |  |  |
| **5-ESS1-2.** Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. |  |  |  |  |  |
| **5-ESS2-1.** Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. |  |  |  |  |  |
| **5-ESS2-2.** Describe and graph the amounts of saltwater and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. |  |  |  |  |  |
| **5-ESS3-1.** Evaluate potential solutions to problems that individual communities face in protecting the Earth’s resources and environment. |  |  |  |  |  |
| 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: