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| SC Science Grade Level Instructional Materials Review Process Form  Second 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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| **2nd Grade** | | |
| Science and Engineering Practices (SEPs):   * Developing and Using Models * Planning and Carrying Out Investigations * Analyzing and Interpreting Data * Constructing Explanations and Designing Solutions * Engaging in Argument from Evidence | Disciplinary Core Ideas (DCI):   * Structure and Properties of Matter * Chemical Reactions * Interdependent Relationships in Ecosystems * Biodiversity and Humans * The History of Planet Earth * Plate Tectonics and Large-Scale System Interactions * Earth Materials and Systems * The Roles of Water in Earth’s Surface Processes * Human Impact on Earth Systems * Developing Possible Solutions * Optimizing the Design Solutions * Influence of Engineering, Technology and Science on Society and the Natural World | Crosscutting Concepts (CCCs):   * Patterns * Cause and Effect * Systems and System Models * Energy and Matter * Structure and Function * Stability and Change |

**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)*

| **2nd 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:** |
| 2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. |  |  |  |  |  |
| **2-PS1-2.** Analyze data obtained from tests to determine which materials have the best properties for an intended purpose. |  |  |  |  |  |
| **2-PS1-3.** Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. |  |  |  |  |  |
| **2-PS1-4.** Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. |  |  |  |  |  |
| **2-LS2-1**. Plan and conduct an investigation to determine what plants need to grow. |  |  |  |  |  |
| **2-LS2-2.** Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. |  |  |  |  |  |
| **2-LS4-1.** Make observations of plants and animals to compare patterns of diversity within different habitats. |  |  |  |  |  |
| **2-ESS1-1.** Use information from several sources to provide evidence that Earth events can occur rapidly or slowly. |  |  |  |  |  |
| **2-ESS2-1.** Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. |  |  |  |  |  |
| **2-ESS2-2.** Develop a model to represent the shapes and kinds of land and bodies of water in an area. |  |  |  |  |  |
| **2-ESS2-3.** Obtain information to identify where water is found on Earth and that it can be solid or liquid. |  |  |  |  |  |
| **2-ESS3-1.** Design solutions to address human impacts on natural resources in the local 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: