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| SC Science Grade Level Instructional Materials Review Process FormThird 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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| **3rd Grade** |
| Science and Engineering Practices (SEPs):* Asking Questions and Defining Solutions
* Developing and Using Models
* Planning and Carrying Out Investigations
* Analyzing and Interpreting Data
* Constructing Explanations and Designing Solutions
* Engaging in Argument from Evidence
* Obtaining, Evaluating and Communicating Information
 | Disciplinary Core Ideas (DCI):* Forces and Motion
* Types of Interactions
* Growth and Development of Organisms
* Social Interactions and Group Behavior
* Inheritance of Traits
* Variation of Traits
* Evidence of Common Ancestry and Diversity
* Natural Selection
* Adaptation
* Ecosystem Dynamics, Functioning, and Resilience
* Biodiversity and Humans
* Weather and Climate
* Natural Hazards
* Developing Possible Solutions
* Optimizing the Design Solution
* 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
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**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)*

| **3rd 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 |

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| ***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:** |
| 3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. |  |  |  |  |  |
| **3-PS2-2.** Make observations and measurements of an object’s motion to provide evidence that a pattern can be used to predict future motion. |  |  |  |  |  |
| **3-PS2-3**. Ask questions to determine cause-and-effect relationships of electric interactions and magnetic interactions between two objects not in contact with each other. |  |  |  |  |  |
| **3-PS2-4.** Develop possible solutions to a simple design problem by applying scientific ideas about magnets. |  |  |  |  |  |
| **3-LS1-1.** Develop and use models to describe how organisms change in predictable patterns during their unique and diverse life cycles. |  |  |  |  |  |
| **3-LS2-1.** Construct an argument that some animals form groups that help members survive. |  |  |  |  |  |
| **3-LS3-1.** Analyze and interpret data to provide evidence that plants and animals have inherited traits that vary within a group of similar organisms. |  |  |  |  |  |
| **3-LS3-2.** Use evidence to support the explanation that traits can be influenced by the environment. |  |  |  |  |  |
| **3-LS4-1.** Analyze and interpret data from fossils to provide evidence of organisms and the environments in which they lived long ago. |  |  |  |  |  |
| **3-LS4-2.** Use evidence to construct an explanation for how the variations in traits among individuals of the same species may provide advantages in surviving and producing offspring. |  |  |  |  |  |
| **3-LS4-3.** Construct an argument with evidence that in a particular habitat some organisms can thrive, struggle to survive, or fail to survive. |  |  |  |  |  |
| **3-LS4-4.** Make a claim about the effectiveness of a solution to a problem caused when the environment changes and affects organisms living there. |  |  |  |  |  |
| **3-ESS2-1.** Represent data in tables and graphical displays of typical weather conditions during a particular season to identify patterns and make predictions. |  |  |  |  |  |
| **3-ESS2-2.** Obtain and combine information to describe climate patterns in different regions of the world. |  |  |  |  |  |
| **3-ESS3-1.** Make a claim about the effectiveness of a design solution that reduces the impacts of a weather related hazard. |  |  |  |  |  |
| 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: