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

*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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| **Kindergarten** | | |
| Science and Engineering Practices (SEPs):   * Asking Questions and Defining Problems * 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 * Relationship Between Energy and Forces * Conservation of Energy and Energy Transfer * Organization for Matter and Energy Flow in Organisms * Weather and Climate * Biogeology * Human Impacts on Earth Systems * Natural Resources * Natural Hazards * Developing Possible Solutions * Defining and Delimiting an Engineering Problem * Interdependence of Science, Engineering, and Technology | Crosscutting Concepts (CCCs):   * Patterns * Cause and Effect * Systems and System Models |

**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)*

| **Kindergarten** | | | | | |
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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:** |
| K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. |  |  |  |  |  |
| K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. |  |  |  |  |  |
| K-PS3-1. Make observations to determine the effect of sunlight on Earth’s surface. |  |  |  |  |  |
| K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. |  |  |  |  |  |
| K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. |  |  |  |  |  |
| K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time. |  |  |  |  |  |
| K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. |  |  |  |  |  |
| K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. |  |  |  |  |  |
| K-ESS3-2. Ask questions to understand the purpose of weather forecasting to prepare for and respond to severe weather. |  |  |  |  |  |
| K-ESS3-3. Obtain and communicate information to define problems related to human impact on 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: