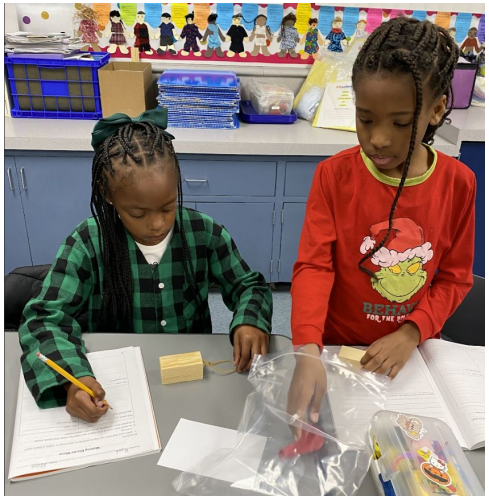
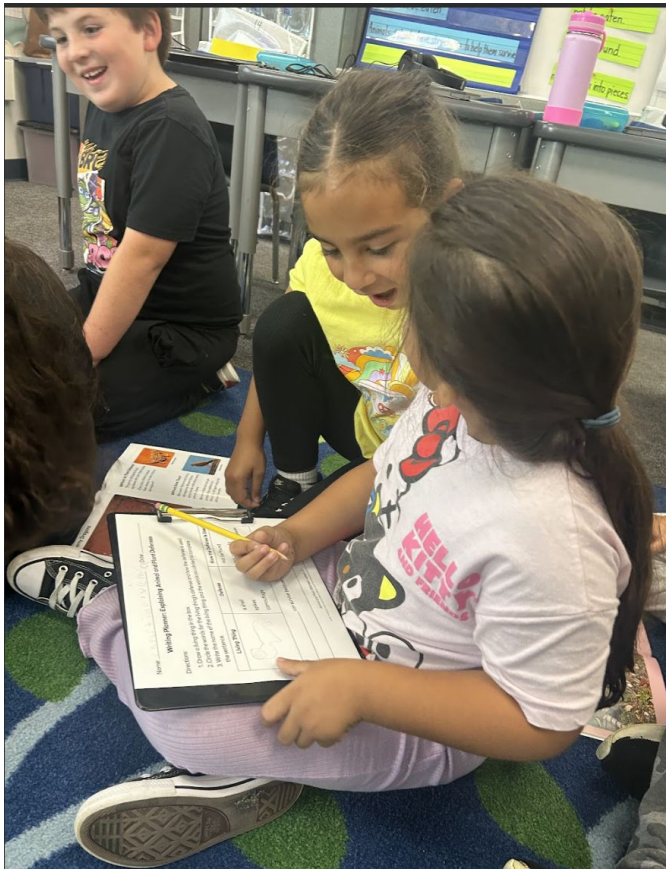
Science Curriculum Board Presentation

June 26, 2025





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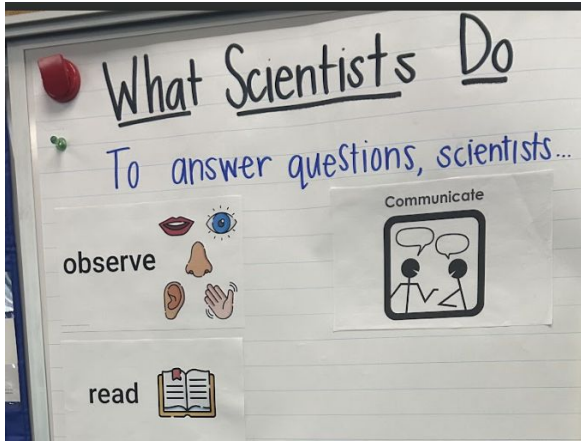
LESD's Elementary Science Curriculum Selection Process



- Process centered on the **teacher and student experience**
- Created opportunities for teacher, student and caregiver **voice to be heard**
- Empower teachers with the knowledge and skills to **critically look** at curricular materials and make decisions that align to the **district vision** and the **diverse students** we serve.

Elementary Science Adoption Teaching Teams	
Green	Angela Dellacamera, Liz Ramos Billy Beaumont, Liz Ramos Jane Simpson, Amaris Lorenzini
FDR	Jeannine Clemens, Esther Rho Omar Alcala, Lisa Manalang James Mendoza, Lisa Manalang
Anderson	Rita Kamunde, Lisa Reitinger
Smith	Robin Walowski, Ilene Ziff Daniel Orozco, Ilene Ziff
Twain	Cathy Dileva, Elizabeth Master
Mitchell	Natasha Gogin Moses, Lourdes Lopez

Science Vision for Lawndale Students

At Lawndale, our science and social studies instruction will center **curiosity** and **wonder** in allowing students to **explore** exciting and personally **relevant** themes that help deepen their understanding of the world around them. These **hands-on** , **inquiry based** and **collaborative** classroom experiences will grow student **knowledge** and support robust **language development** , which will lead to **career** and **college readiness** for all our learners.

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Science Curricula Evaluated

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twig SCIENCE

EDUCATION | SCIENCE TECHBOOK

CAROLINA®

Building Blocks OF SCIENCE® | 3D

Evaluation tool used to analyze curriculum

Criteria 1: Standards Alignment, Rigor and Balance	Materials must reflect the balances in the Standards and help students meet the Standards' rigorous expectations. • Do the materials include interesting and relevant phenomena for students to engage with and support student inquiry? • Does the material progressively build students' abilities to meet all grade-level Performance Expectations (PEs) through a three dimensional instructional sequence? • Does the material include a focus on opportunities that allow students to engage with each of the Science and Engineering Practices?
Criteria 2: Aligns to LESD Instructional Priorities and Science/Engineering Practices	Materials used as intended must include a focus on purposeful questioning, academic conversations, problem solving, and reasoning. • Does the curriculum include opportunities for student discussion, problem solving, and collaborative learning? • Are instructional resources organized in a way to support structured instruction and learning of the CA NGSS, providing organization, coherence, and design elements like chapter, unit, and lesson overviews; and glossaries? • Does the curriculum include rigorous, standard-and state test-aligned, practice-based assessments and both formative/summative assessment tools?

Evaluation tool used to analyze curriculum

Criteria 3: Supports Access to Standards for All Students	Materials provide support for teachers and students to ensure all students have access to grade appropriate learning. • Does the curriculum offer scaffolds, supports, and resources to help all students access grade level curriculum? • Does the curriculum include real world, relevant, and engaging tasks/ examples?

Criteria 4: Usability	Materials provide resources for teachers, students, and caregivers that reinforce the other Criteria above. • What resources, tools, and materials are available for students (online and print)? • What resources, tools, and materials are available for teachers (online and in print)? ○ Does the material include coherent guidelines on how to plan three-dimensional instruction? Is it designed to help teachers provide effective standards-based instruction? • What resources does the curriculum provide for engaging caregivers?

Curriculum Piloted

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To ensure teachers had what they needed for a productive pilot, they received the following opportunities:

- Presentations from each curriculum company
- PD days for reflection, planning, and support
- Weekly opportunities to provide feedback on the week's instruction and resources
- Optional time for planning during release day this spring, paid hours over the summer
- Hear from students and their experiences
- Half day trainings
- Optional after school office hours with curriculum companies this spring

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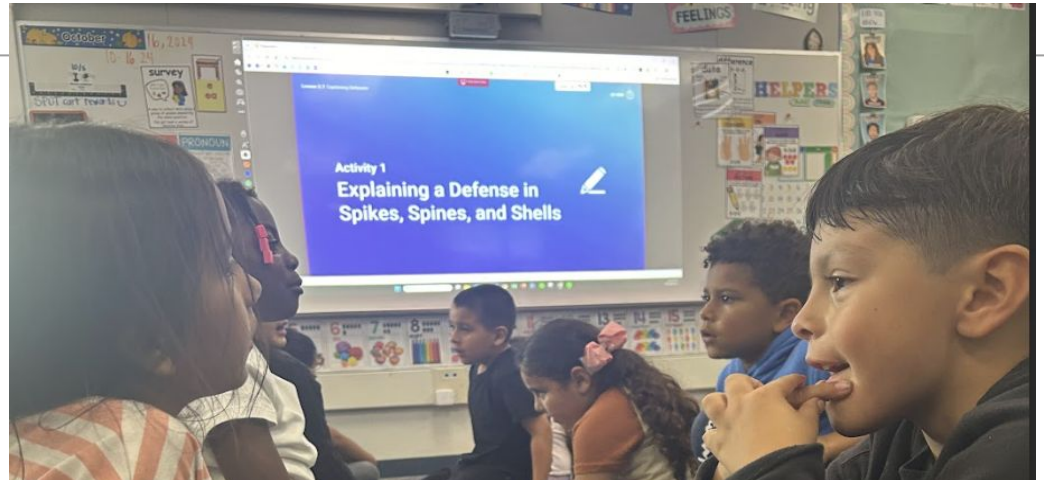
Pilot Process

- Piloted the selected curricula in their classrooms.
- On a weekly basis, rated and reflected on the pilot materials using the four criterion described.
- At the end of the pilot period, gave a final rating to both curriculum based the four criterion and recommended the curriculum that best met the needs of our K-5 students and our 6-8th grade students.



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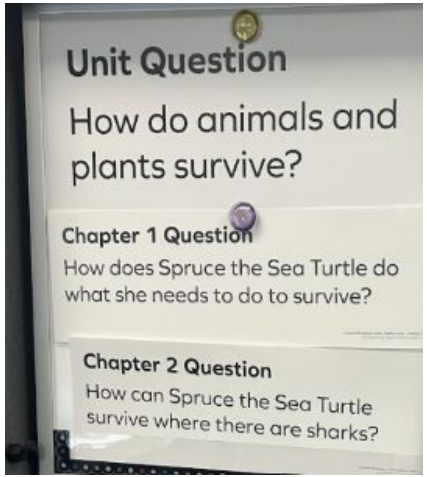
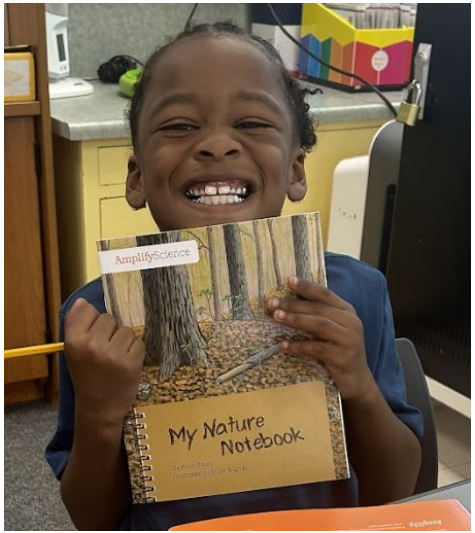
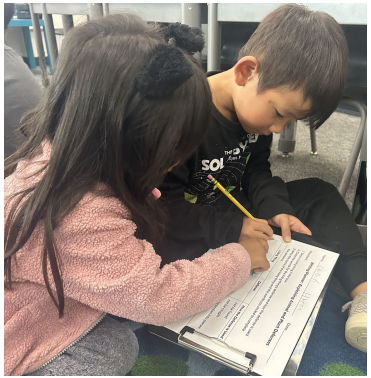
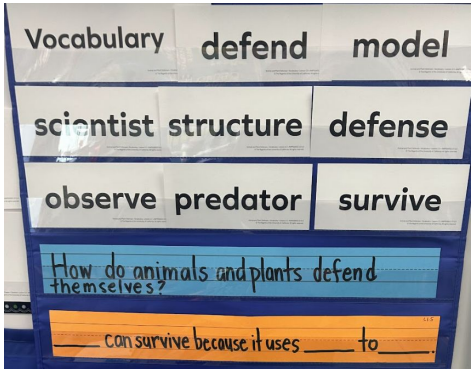




Discovery Unit 1: Plants and Animals Needs
Amplify Unit 1: Animal and Plant Defenses
Amplify Unit 1: Plan and Animal Relations





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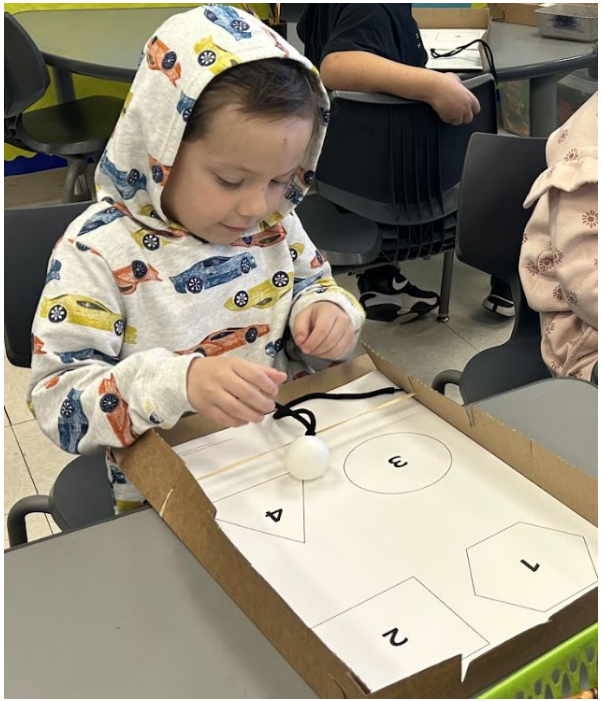
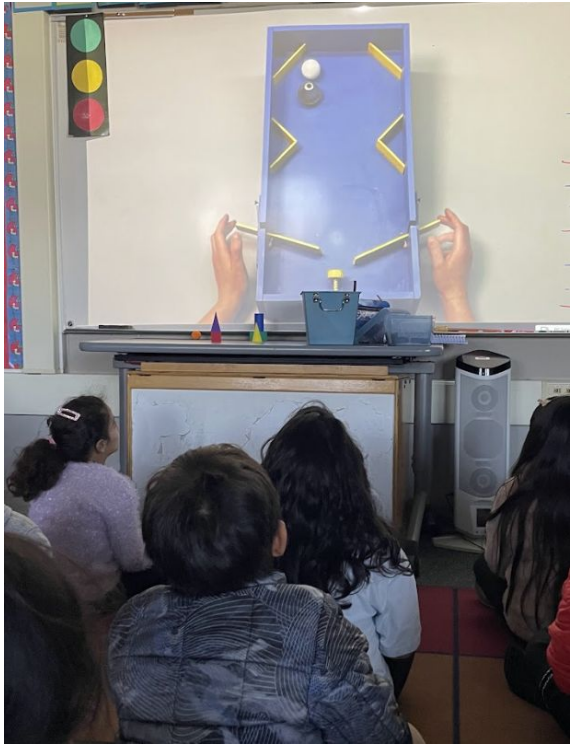


Amplify: Pushes & Pulls
Amplify-Balancing Forces



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Discovery Unit 3: Shadows, Light, Motion in the Sky
Discovery Unit 1: Landscape Shapes

Student Voices

Discovery

“I liked the hands on experiments like chemical reactions like mixing and physical changes like freezing things.”

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“I liked the Sim on the computer. We learned a lot about water vapor and moisture.”

Parent Voices

Aspirations for Student Learning

- Families want science instruction to reflect real scientific practices and career pathways, helping students build skills they can use in high school, college, and beyond.
- Families want science to be taught regularly and in a way that is consistent, comprehensive, and builds conceptual understanding over time—not just as isolated activities.
- Parents appreciate tactile, hands-on learning experiences that are safe, developmentally appropriate, and spark curiosity.

Key Considerations

- Parents emphasized importance of Spanish-language resources.
- Families value programs that provide accessible content both at school and at home.

Wrapping Up the Pilot

Partially Supports	Mostly Supports	Fully Supports
1 point	2 points	3 points

FINAL RATING PROCESS:

- Teachers had time to process and analyze all data collected
- Teacher had time to talk about the implications of the data
- Teachers independently rated using paper version of the evaluation tool
- When the group finished this, they had an evidence-based conversation about their ratings
- Finally, teachers individually submitted a Google form with their final ratings

After A Year and a Half of Meaningful Work

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Is the Elementary curriculum recommendation that will best meet the needs of elementary school students

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Thank you for your time and consideration.

Questions or comments ?