



## Publisher Response

### Kindergarten

Summit K12's Dynamic Science program was developed for Texas by Texas science educators. It is 100% aligned with the Texas Essential Knowledge and Skills (TEKS), Scientific and Engineering Practices (SEPs), Recurring Themes and Concepts (RTCs), and English Language Proficiency Standards (ELPS).

Our curriculum is designed to immerse students in science as they make sense of phenomena through three-dimensional teaching and learning. In addition, it provides teachers the flexibility to deliver content in a way that positions and honors educators as experts in determining what works best for the unique needs of their students.

Summit K12 has created a science curriculum that supports the needs of all 5 million Texas students and subpopulations, including the 36% of Texas students who receive emergent bilingual, gifted/talented, special education, or 504 services. It offers second-language acquisition and newcomer student support, vertically aligned scaffolds, and all accessibility tools and accommodations allowed by Texas Education Agency (TEA).

Dynamic Science is written to be intuitive for teachers and students, efficient for teachers and administrators, and effective in delivering desired outcomes for students, teachers, schools, and districts.

The Texas Resource Review analysis and detailed reports demonstrate and elaborate on the exceptional content and materials within the Dynamic Science program. However, Summit K12 would like to address and further explain criteria where the committee may have overlooked some materials that would have merited a score of Meets.

To view examples of our Summit K12 curriculum that address these criteria, visit: <https://bit.ly/SummitK12ScienceTRR>

### Indicator 2

Summit K12's Dynamic Science curriculum is intentionally created to position students as the drivers of the learning process. Students are actively engaged in asking questions and designing and planning investigations to ultimately make sense of the science behind phenomena or solve real-world problems through the engineering design process. The Phenomenon Sensemaking Guide and the Phenomenon Teacher Guide support students in making sense of the science. Engineering Challenges provide students an opportunity to solve real-world engineering problems that relate directly to the content. Investigation Guides are provided to teachers to facilitate student inquiry and hands-on investigations.

To support student sensemaking, investigative phenomena are purposefully embedded within each Lesson Guide. These phenomena are used to launch student learning and give students an authentic opportunity to make sense of the science. Throughout the investigations and learning experiences, students are actively engaged in the Scientific and Engineering Practices. They observe and consider observations and data through the different lenses of the Recurring Themes and Concepts to deepen



their understanding of the content and help them make sense of the investigative phenomenon. In addition, anchoring phenomena have been provided that tie common Knowledge and Skills or reporting categories together with the individual Lesson Guide investigative phenomena. Most Lesson Guides also include an Engineering Challenge in which students can actively engage in the engineering design process while solving or proposing a solution to a real-world engineering problem. The Lesson Guides, Student Sensemaking Guides, Student Investigations, Engineering Challenges, and Phenomenon Teacher Guides support students actively and regularly engaging in authentic three-dimensional learning through the Scientific and Engineering Practices, Recurring Themes and Concepts, and science content.

### **Indicator 5**

Summit K12's Dynamic Science curriculum provides extensive guidance to support teachers in anticipating student misconceptions and responses through the use of questioning. Specific questions that guide and extend the learning process are included in the Lesson Guides in the Check for Understanding section, the Investigation Teacher Guides, and the Phenomenon Teacher Guides.

Scaffolds and supports have also been included to assist teachers and students with vocabulary development. Vocabulary instruction is purposefully embedded within the context of the science investigations and learning process. Lesson guides, study guides, videos, phenomena, literacy connections, and assessments all allow students to learn and practice using scientific vocabulary.

### **Indicator 6**

Summit K12's Dynamic Science curriculum provides a variety of guidance and supports to ensure consistent and accurate administration of assessment tools. Within the Summit K12 learning management system (LMS), the Teacher Reports Dashboard provides educators with information to support the consistent and accurate administration of Summit K12 online assessments. Performance Task Teacher Guides, including rubrics that denote mastery of the content, have been created to support teachers with the administering, scoring, and providing specific feedback to students regarding their performance. Every activity, study guide, investigation, graphic organizer, and literacy connection includes a detailed answer key to help teachers accurately assess student concept mastery.

In addition, a diagnostic assessment has been created for each TEKS for grades kindergarten through second. These diagnostic assessments can be used as a pre-assessment, formative assessment, or summative assessment and provide teachers with guidance on how to plan and meet the needs of their students.

### **Indicator 7**

Summit K12's Dynamic Science curriculum provides numerous resources and strategies for utilizing a student's first language in their English-language acquisition. Specific Teacher Notes within the Lesson Guides assist teachers with practical strategies to support emergent bilingual



students. The Investigation Teacher Guides provide additional resources and strategies specific to the learning experiences. Within the Summit K12 LMS, Vocabulary Mastery, Science Cognates, and Science Writing support emergent bilingual students of all languages with English acquisition. In addition, educators have access to scaffolded curriculum to support students' content knowledge.

### **Indicator 8**

Summit K12's Dynamic Science curriculum is purposefully designed to have students as the drivers of the learning process. Students are actively asking questions and designing and planning investigations to ultimately make sense of the science behind the phenomena or solve real-world problems through the engineering design process. The Teacher Investigation Guides, Phenomenon Teacher Guides, and Engineering Challenge Teacher Guides provide educators with the guidance and resources needed to assist students in making sense of the science and facilitate student inquiry and hands-on investigations. Each Teacher Guide also supports educators in providing their students ongoing engagement in the Scientific and Engineering Practices and Recurring Themes and Concepts within the context of the content. The Teacher Investigation Guides, Phenomenon Teacher Guides, and Lesson Guides support teachers in implementing the three-dimensional approach to science instruction, regardless of where students are on the learning continuum.

The Summit K12 Dynamic Science curriculum also provides a comprehensive list of materials needed to support all instructional activities. All materials required by TEA, specific to each grade level TEKS, are present within the Summit K12 curriculum. To support educators in planning and instruction, all teacher and student investigations, activities, and engineering challenges have a comprehensive list of materials needed for the specific learning experience. In addition, a complete materials list is provided for each Lesson Guide.

