

# INSTRUCTIONAL MATERIALS ADMINISTRATOR

BID 3297

## Recommendation

Yes

**Comments:** This resource is amazing! The online materials are high quality and allow teachers to adapt their classroom to the needs of their students. Students would love turning in digital resources online. No more assignments lost in the bottom of the backpack! I especially like the Learn Smart system that adapts to the individual student to help them reach mastery.

## Material for Review

**Course:** Biology 1 (2000310)

**Title:** Glencoe Biology, Florida Edition , Edition: 1

**Copyright:** 2019

**Author:** McGraw-Hill Education, LLC

**Grade Level:** 9 - 12

## Content

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- 5 - VERY GOOD ALIGNMENT
- 4 - GOOD ALIGNMENT
- 3 - FAIR ALIGNMENT
- 2 - POOR ALIGNMENT
- 1 - VERY POOR/NO ALIGNMENT

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Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

**A. Alignment with curriculum** 1. A. The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.

- VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Excellent alignment with state standards

2. A. The content is written to the correct skill level of the standards and benchmarks in the course.

- VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Well written to meet the needs of students at this level.

3. A. The materials are adaptable and useful for classroom instruction.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

LearnSmart system provides individualized activities for mastery.

**B. Level of Treatment** 4. B. The materials provide sufficient details for students to understand the significance of topics and events.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Great detail is used and lots of resources for enrichment or remediation.

5. B. The level (complexity or difficulty) of the treatment of content matches the standards.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

6. B. The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Student abilities are easily matched with multiple paths to learning.

7. B. The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Student needs are easily met with various types of assignments.

**C. Expertise for Content Development** 8. C. The primary and secondary sources cited in the materials reflect expert information for the subject.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Textbook and online student learning center are filled with expert information

9. C. The primary and secondary sources contribute to the quality of the content in the materials.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The variation in materials is excellent.

**D. Accuracy of Content** 10. D. The content is presented accurately. (Material should be devoid of typographical or visual errors).

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

I did not find any errors.

11. D. The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

I did not see any bias or contradictions.

12. D. The content of the material is representative of the discipline? (Material should include prevailing theories, concepts, standards, and models used with the subject area).

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Great use of information towards discipline.

13. D. The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

I did not see any mistakes or inconsistencies.

**E. Currency of Content** 14. E. The content is up-to-date according to current research and standards of practice.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

great content

15. E. The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Florida based book written specifically for Florida Standards

16. E. The content is presented in an appropriate and relevant context for the intended learners.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

very well done

**F. Authenticity of Content** 17. F. The content includes connections to life in a context that is meaningful to students.

VERY GOOD ALIGNMENT  GOOD ALIGNMENT  **FAIR ALIGNMENT**  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

career connections were not easily located

18. F. The material includes interdisciplinary connections which are intended to make the content meaningful to students.

VERY GOOD ALIGNMENT  **GOOD ALIGNMENT**  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Same language and math correlations are made

**G. Multicultural Representation** 19. G. The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

People of diverse backgrounds are easily found through out the book.

**H. Humanity and Compassion** 20. H. The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

material shows humane treatment

21. In general, is the content of the benchmarks and standards for this course covered in the material.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

This is an excellent resource for teachers and students.

## Presentation

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**A. Comprehensiveness of Student and Teacher Resources**1. A. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Very Comprehensive text and resources

**B. Alignment of Instructional Components**2. B. All components of the major tool align with the curriculum and each other.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Created for Florida and well aligned to standards.

**C. Organization of Instructional Materials**3. C. The materials are consistent and logical organization of the content for the subject area.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Materials are well organized and easy to use.

**D. Readability of Instructional Materials**4. D. Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Visuals are interesting for this level. Brain Pop Videos and interactive visuals are excellent additions.

**E. Pacing of Content**5. E. The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Great pace and easily adaptable to meet the needs of the students or the classroom.

**Accessibility**6. The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Online resources are amazing. Would have liked to be able to see a sample classroom set up in LearnSmart.

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

High quality resource that would be a welcome addition in any classroom.

## Learning

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**A. Motivational Strategies**1. A. Instructional materials include features to maintain learner motivation.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Brain pop videos, interactive diagrams and photos are examples of some was that learning motivation is sparked.

**B. Teaching a Few "Big Ideas"**2. B. Instructional materials thoroughly teach a few important ideas, concepts, or themes.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Each unit starts with an essential question.

**C. Explicit Instruction**3. C. The materials contain clear statements of information and outcomes.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Chapters are well laid out and contain guiding questions to clearly show learners the expectations.

**D. Guidance and Support**4. D. The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Online learning Center has many paths to help students become independent learners.

5. D. Guidance and support must be adaptable to developmental differences and various learning styles.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Materials are easily adapted for various ability levels.

**E. Active Participation of Students**6. E. The materials engage the physical and mental activity of students during the learning process.

VERY GOOD ALIGNMENT  **GOOD ALIGNMENT**  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

The majority of the assignments are high quality. Some of the concept maps are very simplistic.

7. E. Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.

VERY GOOD ALIGNMENT  **GOOD ALIGNMENT**  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content, goals, and objectives are fairly well organized and logical.

**F. Targeted Instructional Strategies**8. F. Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Videos, labs, enrichment materials as well as mastery based individual learning through LearSmart

9. F. The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Learn Smart is an excellent resource for this.

**G. Targeted Assessment Strategies**10. G. The materials correlate assessment strategies to the desired learning outcomes.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Assessment materials are high quality. Online practice tests are a nice feature.

11. G. the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Questions are of varied levels for strong assessment. Online system is excellent

**Universal Design for Learning**12. This submission incorporates strategies, materials, activities, etc., that consider the needs of all students.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Student adaptation is available. Online system addresses 13 languages!

**Mathematical Practice**13. Do you observe the appropriate application of Mathematical Practices (MP) as applicable?

VERY GOOD ALIGNMENT  **GOOD ALIGNMENT**  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Math practices are available in most chapters.

14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

This is an amazing resource that teachers of all levels would welcome into their classroom.

## Standards

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When looking at standards alignment reviewers should consider not only the robustness of the standard coverage but also the content complexity (depth of knowledge level) if appropriate. More information on content complexity as it relates to Florida standards can be found at: [http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS\\_ccdefinitions\\_140711.pdf](http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS_ccdefinitions_140711.pdf)

For example, if the standard is marked as a level 3 (strategic reasoning and complex thinking) then the materials coverage should reflect this. If the materials coverage is only sufficient to allow for recall (level 1) then this should be reflected in the points assigned.

1. **SC.912.E.7.1:** Analyze the movement of matter and energy through the different biogeochemical cycles, including water and carbon.

### Remarks/Examples:

Describe that the Earth system contains fixed amounts of each stable chemical element and that each element moves among reservoirs in the solid earth, oceans, atmosphere and living organisms as part of biogeochemical cycles (i.e., nitrogen, water, carbon, oxygen and phosphorus), which are driven by energy from within the Earth and from the Sun.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 41-43, 514-515 Performance p. 46 #2; p. 52 #15, 18 Applying Practices: Modeling the Carbon Cycle online in ConnectED

2. **SC.912.L.14.1:** Describe the scientific theory of cells (cell theory) and relate the history of its discovery to the process of science.

### Remarks/Examples:

Describe how continuous investigations and/or new scientific information influenced the development of the cell theory. Recognize the contributions of scientists in the development of the cell theory.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 184-187 Performance p. 189 #3; p. 215 #7

3. **SC.912.L.14.2:** Relate structure to function for the components of plant and animal cells. Explain the role of cell membranes as a highly selective barrier (passive and active transport).

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 194-200; 201-213; 619 Performance p. 201 #2; p. 217 #39; p. 934 #1; p. 948 #27; p. 960 #1 Virtual Lab Cellular Pursuit online in ConnectED BioLab Which substances will pass through a selectively permeable membrane? online in ConnectED Applying Practice Design Your Own Investigate Osmosis online in ConnectED Applying Practice Design Your Own Investigate Homeostasis online in ConnectED

4. **SC.912.L.14.3:** Compare and contrast the general structures of plant and animal cells. Compare and contrast the general structures of prokaryotic and eukaryotic cells.

**Remarks/Examples:**

Annually Assessed on Biology EOC. Also assesses SC.912.L.14.2.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 188-189; 202; 203; 206; 208; 210-212; 494-495 Performance p. 206 Get It? Question; p. 213 #4; p. 215 #8 p. 507 Launch Lab What are the differences between animal cells and bacterial cells? also online in ConnectED p. 1097 SkillBuilder Handbook, Apply the Skill Question

5. **SC.912.L.14.4:** Compare and contrast structure and function of various types of microscopes.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 185-187 Performance p. 187 Fig 4 caption question; p. 187 Get It? Question; p. 189 #2

6. **SC.912.L.14.6:** Explain the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspectives of both individual and public health.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 301-303; 305; 310- 311; 345-346; 348; 516-517; 520; 999; 1052; 1068- 1073 Performance p. 1004 #4; p. 1007 #23 WebQuest Factors that Affect Individual and Public Health online in ConnectED

7. **SC.912.L.14.7:** Relate the structure of each of the major plant organs and tissues to physiological processes.

**Remarks/Examples:**

Annually Assessed on Biology EOC.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 621-625; 626-634 Performance p. 618 Launch Lab What structures do plants have? #2 Applying Practices Hierarchical Organization in Plants online in ConnectED

8. **SC.912.L.14.26:** Identify the major parts of the brain on diagrams or models.

**Remarks/Examples:**

Annually Assessed on Biology EOC.

Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 961; 963; 964 Performance p. 977 #13, 14 Applying Practices Identify Parts of the Brain online in ConnectED

9. **SC.912.L.14.36:** Describe the factors affecting blood flow through the cardiovascular system.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 986-987; 989; 994 Performance WebQuest Factors That Affect Blood Flow online in ConnectED MiniLab Investigate Blood Pressure online in ConnectED Virtual Lab Hypertension online in ConnectED

10. **SC.912.L.14.52:** Explain the basic functions of the human immune system, including specific and nonspecific immune response, vaccines, and antibiotics.

**Remarks/Examples:**

Annually Assessed on Biology EOC. Also assesses SC.912.L.14.6 HE.912.C.1.7 and HE.912.C.1.5.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 1075-1085 Performance p. 1092 #24; p. 1093 #36 BioLab How can the most effective antibiotics be determined? online in ConnectED

11. **SC.912.L.15.1:** Explain how the scientific theory of evolution is supported by the fossil record, comparative anatomy, comparative embryology, biogeography, molecular biology, and observed evolutionary change.

**Remarks/Examples:**

Annually Assessed on Biology EOC. Also assesses SC.912.L.15.10 SC.912.N.1.3 SC.912.N.1.4 SC.912.N.1.6 SC.912.N.2.1 SC.912.N.3.1 and SC.912.N.3.4.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 389-396; 418-424; 430, 592-593; 854-855; 892 Performance p. 425 #1, #3; p. 439 #18 Applying Practices Evidence for Evolution online in ConnectED Applying Practices Pest Management and Natural Selection online in ConnectED

12. **SC.912.L.15.4:** Describe how and why organisms are hierarchically classified and based on evolutionary relationships.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 484-492; 592-593; 595-596; 683; 688-689 Performance p. 483 #1; p. 828 #4; Applying Practices Describe How Organisms Are Classified Based on Evolutionary Relationships online in Connect ED

13. **SC.912.L.15.5:** Explain the reasons for changes in how organisms are classified.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content Explain the reasons for changes in how organisms are classified. Performance p. 501 #36; p. 694 #5

14. **SC.912.L.15.6:** Discuss distinguishing characteristics of the domains and kingdoms of living organisms.

**Remarks/Examples:**

Annually Assessed on Biology EOC. Also assesses SC.912.L.15.4 SC.912.L.15.5 SC.912.N.1.3 and SC.912.N.1.6.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 480; 493-497; 508-509; 533-534; 566-568; 593; 680-687; 1110-1114 Performance p. 687 #2 Applying Practices Distinguishing Domains and Kingdoms online in ConnectED

15. **SC.912.L.15.8:** Describe the scientific explanations of the origin of life on Earth.

**Remarks/Examples:**

Annually assessed on Biology EOC. Also assesses SC.912.N.1.3, SC.912.N.1.4, and SC.912.N.2.1.

VERY GOOD ALIGNMENT  **GOOD ALIGNMENT**  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 397-403 Performance p. 403 #5

16. **SC.912.L.15.10:** Identify basic trends in hominid evolution from early ancestors six million years ago to modern humans, including brain size, jaw size, language, and manufacture of tools.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 455-456; 458-461; 462-466 Performance p. 472 #39 Applying Practices Hominid Evolution online in ConnectED WebQuest An Ancestor of Modern Humans? online in ConnectED

17. **SC.912.L.15.13:** Describe the conditions required for natural selection, including: overproduction of offspring, inherited variation, and the struggle to survive, which result in differential reproductive success.

**Remarks/Examples:**

Annually assessed on Biology EOC. Also assesses SC.912.L.15.14, SC.912.L.15.15, and SC.912.N.1.3.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 416-417 Performance WebQuest Factors Affecting Biodiversity online in ConnectED

18. **SC.912.L.15.14:** Discuss mechanisms of evolutionary change other than natural selection such as genetic drift and gene flow.

VERY GOOD ALIGNMENT  **GOOD ALIGNMENT**  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 428-429; 432 Performance p. 436 #1

19. **SC.912.L.15.15:** Describe how mutation and genetic recombination increase genetic variation.



**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 281; 291; 429; 432 Performance p. 316 #13; p. 440 #30; Applying Practices Investigating Genetic Variation online in ConnectED

20. **SC.912.L.16.1:** Use Mendel's laws of segregation and independent assortment to analyze patterns of inheritance.

**Remarks/Examples:**

Annually assessed on Biology EOC. Also assesses SC.912.L.16.2.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 286-289 Performance p. 317 #38 Applying Practices Punnett Squares online in ConnectED

21. **SC.912.L.16.2:** Discuss observed inheritance patterns caused by various modes of inheritance, including dominant, recessive, codominant, sex-linked, polygenic, and multiple alleles.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 285; 288-289; 297-299; 305-307; 310-312 Performance p. 317 #37 Virtual Lab Sex-Linked Traits online in ConnectED BioLab Yellow or Green online in ConnectED

22. **SC.912.L.16.3:** Describe the basic process of DNA replication and how it relates to the transmission and conservation of the genetic information.

**Remarks/Examples:**

Integrate HE.912.C.1.7. Analyze how heredity and family history can impact personal health. Annually assessed on Biology EOC. Also assesses SC.912.L.16.4 SC.912.L.16.5 SC.912.L.16.9.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 331-333; 344; 348-349 Performance p. 352 #18; p.353 #43 MiniLab Model DNA Replication online in ConnectED

23. **SC.912.L.16.4:** Explain how mutations in the DNA sequence may or may not result in phenotypic change. Explain how mutations in gametes may result in phenotypic changes in offspring.

VERY GOOD ALIGNMENT  **GOOD ALIGNMENT**  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 344-349; 429 Performance p 353 #38, #39

24. **SC.912.L.16.5:** Explain the basic processes of transcription and translation, and how they result in the expression of genes.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 334-340; 376 Performance p. 337 Get It? Question; p. 352 #28; p 353 #41 Applying Practices Transcription and Translation online in ConnectED

25. **SC.912.L.16.8:** Explain the relationship between mutation, cell cycle, and uncontrolled cell growth potentially resulting in cancer.

**Remarks/Examples:**

Integrate HE.912.C.1.7. Analyze how heredity and family history can impact personal health.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 258-259; 347 Performance p. 275 #24 WebQuest Analyze How Heredity and Family History Can Impact Personal Health online in ConnectED

26. **SC.912.L.16.9:** Explain how and why the genetic code is universal and is common to almost all organisms.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 327; 336-337 Performance p. 352 #30 Applying Practices Transcription and Translation online in ConnectED

27. **SC.912.L.16.10:** Evaluate the impact of biotechnology on the individual, society and the environment, including medical and ethical issues.

**Remarks/Examples:**

Annually assessed on Biology EOC.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 271; 366-367; 375-376 Performance p. 380 #10, #19, #22, # 23 p. 358 Launch Lab Why does biotechnology cause ethical debates? also online in ConnectED Applying Practices Pest Management and Natural Selection online in ConnectED Enrichment Analyze a

Problem: Products of Recombinant DNA Technology online in ConnectED Real-World Biology Analysis, Improving Food Crops online in ConnectED

28. **SC.912.L.16.13:** Describe the basic anatomy and physiology of the human reproductive system. Describe the process of human development from fertilization to birth and major changes that occur in each trimester of pregnancy.

**Remarks/Examples:**

Annually assessed on Biology EOC.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 1041-1046; 1047-1054; 1055-1056 Performance p. 1046 #2; p. 1054 #1, #3 BioLab Human Reproduction and Development online in ConnectED Minilab Sequence Early Human Development online in ConnectED

29. **SC.912.L.16.14:** Describe the cell cycle, including the process of mitosis. Explain the role of mitosis in the formation of new cells and its importance in maintaining chromosome number during asexual reproduction.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 252-256; 262 Performance p. 274 #17, #19, #46 Applying Practices Mitosis and Cellular Differentiation online in ConnectED

30. **SC.912.L.16.16:** Describe the process of meiosis, including independent assortment and crossing over. Explain how reduction division results in the formation of haploid gametes or spores.

VERY GOOD ALIGNMENT  **GOOD ALIGNMENT**  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 260-267; 551; 651 Performance p. 276 #39, #44

31. **SC.912.L.16.17:** Compare and contrast mitosis and meiosis and relate to the processes of sexual and asexual reproduction and their consequences for genetic variation.

**Remarks/Examples:**

Annually assessed on Biology EOC. Also assesses SC.912.L.16.8 SC.912.L.16.14 SC.912.L.16.16.

VERY GOOD ALIGNMENT  **GOOD ALIGNMENT**  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 262, 266-267 Performance p. 276 #49, #50

32. **SC.912.L.17.2:** Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 69-77 Performance p. 77 #3, #5 WebQuest Explain the General Distribution of Life in Aquatic Systems as a Function of Various Factors online in ConnectED

33. **SC.912.L.17.4:** Describe changes in ecosystems resulting from seasonal variations, climate change and succession.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 57-59; 64-66; 71; 119 Performance p. 59 #4; p. 68 #2; p. 79 #8, #9 WebQuest Saving the Polar Bears online in ConnectED

34. **SC.912.L.17.5:** Analyze how population size is determined by births, deaths, immigration, emigration, and limiting factors (biotic and abiotic) that determine carrying capacity.

**Remarks/Examples:**

Annually assessed on Biology EOC. Also assesses SC.912.L.17.2 SC.912.L.17.4 SC.912.L.17.8 SC.912.N.1.4.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 32; 90-95 Performance p 102 #5 WebQuest Factors that Affect Populations Size online in ConnectED Applying Practices Carrying Capacity of Nectar-Feeding Bats online in ConnectED

35. **SC.912.L.17.8:** Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 119-126 Performance Applying Practices Local Ecosystem Dynamics online in ConnectED Applying Practices: Evaluating Impacts of Environmental Change on Populations online in ConnectED Applying Practices: Analyze a Major Global Challenge online in ConnectED online in ConnectED

36. **SC.912.L.17.9:** Use a food web to identify and distinguish producers, consumers, and decomposers. Explain the pathway of energy transfer through trophic levels and the reduction of available energy at successive trophic levels.

**Remarks/Examples:**

Annually assessed on Biology EOC. Also assesses SC.912.E.7.1.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 37-40; 225 Performance p. 40 #1, #4, #6; p. 50 #37 Applying Practices Ecological Pyramids online in ConnectED

37. **SC.912.L.17.11:** Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 127-128 Performance Applying Practices Analyze a Major Global Challenge online in ConnectED

38. **SC.912.L.17.13:** Discuss the need for adequate monitoring of environmental parameters when making policy decisions.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 125; 129; 130; 132 Performance Applying Practices Analyze a Major Global Challenge online in ConnectED Applying Practices Pest Management and Natural Selection online in ConnectED Applying Practices Microbeads, Mega Problem online in ConnectED

39. **SC.912.L.17.20:** Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability.

**Remarks/Examples:**

Annually assessed on Biology EOC. Also assesses SC.912.L.17.11, SC.912.L.17.13, SC.912.N.1.3.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 117; 119-126; 127-134 Performance Applying Practices Microbeads, Mega Problem online in ConnectED Applying Practices Cleaning Up an Oil Spill online in ConnectED

40. **SC.912.L.18.1:** Describe the basic molecular structures and primary functions of the four major categories of biological macromolecules.

**Remarks/Examples:**

Annually assessed on Biology EOC. Also assesses SC.912.L.18.11.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 168-174 Performance p. 178 #44; p. 1024 #2 Applying Practices Exploring Macromolecules online in ConnectED

41. **SC.912.L.18.7:** Identify the reactants, products, and basic functions of photosynthesis.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 227-233; 239 Performance p. 242 #22 Applying Practices Modeling Photosynthesis online in ConnectED

42. **SC.912.L.18.8:** Identify the reactants, products, and basic functions of aerobic and anaerobic cellular respiration.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 225; 234-239 Performance p. 238 Fig 15 cap question; p. 243 #40 Applying Practices Modeling Cellular Respiration online in ConnectED

43. **SC.912.L.18.9:** Explain the interrelated nature of photosynthesis and cellular respiration.

**Remarks/Examples:**

Annually assessed on Biology EOC. Also assesses SC.912.L.18.7 SC.912.L.18.8 SC.912.L.18.10.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 225; 239 Performance p. 241 #13; p. 243 #44 MiniLab Relate Photosynthesis and Cellular Respiration online in ConnectED Applying Practices Modeling Cellular Respiration online in ConnectED

44. **SC.912.L.18.10:** Connect the role of adenosine triphosphate (ATP) to energy transfers within a cell.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 173; 225-228; 230-232; 235-239 Performance p. 226 #4 Applying Practices Modeling Cellular Respiration online in ConnectED

45. **SC.912.L.18.11:** Explain the role of enzymes as catalysts that lower the activation energy of biochemical reactions. Identify factors, such as pH and temperature, and their effect on enzyme activity.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 158-160, 1015 Performance p. 160 #4; p. 177 #19 BioLab Design Your Own: What factors affect an enzyme reaction? online in ConnectED Virtual Lab Enzyme Controlled Reactions online in ConnectED

46. **SC.912.L.18.12:** Discuss the special properties of water that contribute to Earth's suitability as an environment for life: cohesive behavior, ability to moderate temperature, expansion upon freezing, and versatility as a solvent.

**Remarks/Examples:**

Annually assessed on Biology EOC.

VERY GOOD ALIGNMENT  **GOOD ALIGNMENT**  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 162-164 Performance p. 178 #34

47. **SC.912.N.1.1:** Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:

1. Pose questions about the natural world, (Articulate the purpose of the investigation and identify the relevant scientific concepts).
2. Conduct systematic observations, (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines).
3. Examine books and other sources of information to see what is already known,
4. Review what is known in light of empirical evidence, (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models).
5. Plan investigations, (Design and evaluate a scientific investigation).
6. Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs), (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage).
7. Pose answers, explanations, or descriptions of events,
8. Generate explanations that explicate or describe natural phenomena (inferences),
9. Use appropriate evidence and reasoning to justify these explanations to others,
10. Communicate results of scientific investigations, and
11. Evaluate the merits of the explanations produced by others.

**Remarks/Examples:**

Florida Standards Connections for 6-12 Literacy in Science

For Students in Grades 9-10

LAFS.910.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

LAFS.910.RST.1.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.

LAFS.910.RST.3.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

LAFS.910.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LAFS.910.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

For Students in Grades 11-12

LAFS.1112.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

LAFS.1112.RST.1.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks analyze the specific results based on explanations in the text.

LAFS.1112.RST.3.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

LAFS.1112.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LAFS.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

Florida Standards Connections for Mathematical Practices

MAFS.K12.MP.1: Make sense of problems and persevere in solving them.

MAFS.K12.MP.2: Reason abstractly and quantitatively.

MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others. [Viable arguments include evidence.]

MAFS.K12.MP.4: Model with mathematics.

MAFS.K12.MP.5: Use appropriate tools strategically.

MAFS.K12.MP.6: Attend to precision.

MAFS.K12.MP.7: Look for and make use of structure.

MAFS.K12.MP.8: Look for and express regularity in repeated reasoning.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 1098-1099 Science and Engineering Practices Handbook Obtaining, Evaluating, and Communicating Information online at ConnectED Performance BioLAB How can you identify and classify trees? Step 2 online in ConnectED Content Science and Engineering Practices Handbook Asking questions and defining problems pp. 6-12 online at ConnectED Performance PBLs, Design Your Own BioLAB, and Applying Practices activities online in ConnectED

48. **SC.912.N.1.3:** Recognize that the strength or usefulness of a scientific claim is evaluated through scientific argumentation, which depends on critical and logical thinking, and the active consideration of alternative scientific explanations to explain the data presented.

**Remarks/Examples:**

Assess the reliability of data and identify reasons for inconsistent results, such as sources of error or uncontrolled conditions.

Florida Standards Connections: MAFS.K12.MP.2: Reason abstractly and quantitatively MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content p. 15 Science and Engineering Practices Handbook Engaging in Argument from Evidence online in ConnectED Performance Applying Practices Evaluating Impacts of Environmental Changes online in ConnectED

49. **SC.912.N.1.4:** Identify sources of information and assess their reliability according to the strict standards of scientific investigation.

**Remarks/Examples:**

Read, interpret, and examine the credibility and validity of scientific claims in different sources of information, such as scientific articles, advertisements, or media stories. Strict standards of science include controlled variables, sufficient sample size, replication of results, empirical and measurable evidence, and the concept of falsification.

Florida Standards Connections: LAFS.910.RST.1.1 / LAFS.1112.RST.1.1.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content p. 1098 Science and Engineering Practices Handbook Obtaining, Evaluating, and Communicating Information online in ConnectED Performance Applying Practices Local Ecosystem Dynamics online in ConnectED

50. **SC.912.N.1.6:** Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied.

**Remarks/Examples:**

Collect data/evidence and use tables/graphs to draw conclusions and make inferences based on patterns or trends in the data.

Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 12; 13; 1098 Science and Engineering Practices Handbook Analyzing and Interpreting Data online in ConnectED Performance Applying Practices Observation and Inference online in ConnectED

51. **SC.912.N.2.1:** Identify what is science, what clearly is not science, and what superficially resembles science (but fails to meet the criteria for science).

**Remarks/Examples:**

Science is the systematic and organized inquiry that is derived from observations and experimentation that can be verified or tested by further investigation to explain natural phenomena (e.g. Science is testable, pseudo-science is not science seeks falsifications, pseudo-science seeks confirmations.)

VERY GOOD ALIGNMENT  **GOOD ALIGNMENT**  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 5-7; 12-17 Performance p. 17 #1, #3, #5

52. **SC.912.N.2.2:** Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion.

**Remarks/Examples:**

Identify scientific questions that can be disproved by experimentation/testing. Recognize that pseudoscience is a claim, belief, or practice which is presented as scientific, but does not adhere to strict standards of science (e.g. controlled variables, sample size, replicability, empirical and measurable evidence, and the concept of falsification).

Florida Standards Connections: MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 12-17 Performance p. 17 #3; p. 20 #17

53. **SC.912.N.3.1:** Explain that a scientific theory is the culmination of many scientific investigations drawing together all the current evidence concerning a substantial range of phenomena; thus, a scientific theory represents the most powerful explanation scientists have to offer.

**Remarks/Examples:**

Explain that a scientific theory is a well-tested hypothesis supported by a preponderance of empirical evidence.

Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them and, MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 12; 14 Performance p. 17 #2; p. 20 #15 Applying Practices Evidence for Evolution online in ConnectED

54. **SC.912.N.3.4:** Recognize that theories do not become laws, nor do laws become theories; theories are well supported explanations and laws are well supported descriptions.

**Remarks/Examples:**

Recognize that theories do not become laws, theories explain laws. Recognize that not all scientific laws have accompanying explanatory theories.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 12; 14 Performance p. 20 #18 Applying Practices Evidence for Evolution online in ConnectED

55. **LAFS.910.RST.1.1:** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content p. 1004 Science and Engineering Practices Handbook Engaging in Argument from Evidence online in ConnectED Examples include PBLs and Applying Practices worksheets online in ConnectED, such as Microbeads, Mega-Problem and Cleaning Up an Oil Spill. Performance p. 407 #41 Examples also include PBLs and Applying Practices worksheets online in ConnectED, such as Applying Practices Letter to Local Official

56. **LAFS.910.RST.1.2:** Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content Students meet this standard as they answer the Reading Check questions found throughout the text and the Understand Main Idea

questions in the Lesson Review Its!. In addition, students can use the Cornell note-taking model and respond to what they are reading in Science Science and Engineering Practices Handbook Reading in Science, pp. 51-52 online in ConnectED pp. 1098-1099 Performance Students meet this standard as they answer the Reading Check questions found throughout the text and the Understand Main Idea questions in the Lesson Review Its!. In addition, students can use the Cornell note-taking model and respond to what they are reading in Science Notebook. p. 1098 Apply the Skill Question

57. **LAFS.910.RST.1.3:** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content Examples include Launch Labs in the Student Edition as well as MiniLabs and BioLABs online in ConnectED. Performance Examples include Launch Labs, MiniLabs, and BioLABs in the Student Edition as well as various lab manuals and worksheets online in ConnectED

58. **LAFS.910.RST.2.4:** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content Examples include s Science Notebook vocabulary support and Study Guide worksheets online in ConnectED. In addition, students can use Foldable or design their own to summarize their findings. Performance p. 298 Get It? question; Foldables; Other examples include s Science Notebook vocabulary support and Study Guide worksheets online in ConnectED. In addition, students can use Foldable or design their own to summarize their findings

59. **LAFS.910.RST.2.5:** Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content This standard is met in the Foldables activities. In addition, Science Notebook, Visualize Features and using the Cornell note-taking model, and Study Guide worksheets online in ConnectED guide students through analysis of text and metacognition. Performance This standard is met in the Foldables activities. In addition, Science Notebook, Visualize Features and using the Cornell note-taking model, and Study Guide worksheets online in ConnectED guide students through analysis of text and metacognition.

60. **LAFS.910.RST.2.6:** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content 1102 Science and Engineering Practices Handbook Assessing Information online in ConnectED Performance Foldables; p. 317 #41

61. **LAFS.910.RST.3.7:** Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 1106-1109 Science and Engineering Practices Handbook Using Mathematics and Computational Thinking online in ConnectED Performance Examples include p. 213 #6, p. 440 #31; Foldables, Study Tips, Applying Practices Modeling activities

62. **LAFS.910.RST.3.8:** Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 16-17; 1002 Science and Engineering Practices Handbook Engaging in Argument from Evidence online in ConnectED Performance Examples include PBLs and Applying Practices worksheets online in ConnectED, such as Microbeads, Mega-Problem, Cleaning Up an Oil Spill, and Evaluating Impacts of Environmental Change

63. **LAFS.910.RST.3.9:** Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content Science and Engineering Practices Handbook Analyzing and Interpreting Data, Engaging in Argument from Evidence online in ConnectED Applying Practices Compare and Contrast Findings online in ConnectED Performance BioLab Is spontaneous generation possible? #1, #2, #5 online in ConnectED Applying Practices Compare and Contrast Findings online in ConnectED

64. **LAFS.910.RST.4.10:** By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

VERY GOOD ALIGNMENT  **GOOD ALIGNMENT**  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Students meet this standard as they read the text and answer the Get It? questions, the Lesson Review It! Questions, and the Chapter Assessment questions.

65. **LAFS.910.SL.1.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content p. 16; 1104 Science and Engineering Practices Handbook Debate, p. 50 online in ConnectED Performance p. 896 #25; Study Tips throughout text requiring group discussion Applying Practices Evaluating Impacts of Environmental Change on Populations online in ConnectED

66. **LAFS.910.SL.1.2:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Examples include PBLs and Applying Practices worksheets online in ConnectED, such as Microbeads, Mega-Problem, Cleaning Up an Oil Spill, Evidence for Evolution

67. **LAFS.910.SL.1.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content p. 1102 Science and Engineering Practices Handbook, pp. 53-55 online in ConnectED Performance Applying Practices Evaluating Impacts of Environmental Change on Populations, and Local Ecosystem Dynamics online in ConnectED

68. **LAFS.910.SL.2.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content p. 1104 Science and Engineering Practices Handbook p. 56 online in ConnectED Performance Applying Practices Evaluating Impacts of Environmental Change on Populations online in ConnectED Debate in Biology blurbs included in Biology and Society Features found online in ConnectED

69. **LAFS.910.SL.2.5:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

VERY GOOD ALIGNMENT  **GOOD ALIGNMENT**  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content Science and Engineering Practices Handbook p. 56 online in ConnectED Performance Applying Practices Local Ecosystem Dynamics online in ConnectED

70. **LAFS.910.WHST.1.1:** Write arguments focused on discipline-specific content.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content p. 1104 Science and Engineering Practices Handbook Engaging in Argument from Evidence online in ConnectED Performance p. 118 #7; p. 597 #2; p. 721 #7; p. 837 #6 Science and Engineering Practices Handbook Engaging in Argument from Evidence Quick Practice p. 50 online in ConnectED Applying Practices Evaluating Impacts of Environmental Change on Populations online in ConnectED

71. **LAFS.910.WHST.1.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.



- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content p. 1099 Science and Engineering Practices Handbook Constructing Explanations and Designing Solutions online in ConnectED Applying Practices Transcription and Translation online in ConnectED Performance This standard is covered in the Writing in Biology Questions, for example p. 40 #6; p. 367 #6; p. 662 #7 Applying Practices Transcription and Translation online in ConnectED

72. **LAFS.910.WHST.2.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

VERY GOOD ALIGNMENT  **GOOD ALIGNMENT**  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content Science and Engineering Practices Handbook Constructing Explanations and Designing Solutions online in ConnectED Performance This standard is covered in the Writing in Biology Questions Applying Practices Transcription and Translation online in ConnectED

73. **LAFS.910.WHST.2.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

VERY GOOD ALIGNMENT  **GOOD ALIGNMENT**  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content Science and Engineering Practices Handbook Constructing Explanations and Designing Solutions online in ConnectED Applying Practices Transcription and Translation online in ConnectED Performance This standard is covered in the Writing in Biology Questions Applying Practices Transcription and Translation online in ConnectED

74. **LAFS.910.WHST.2.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content Science and Engineering Practices Handbook Constructing Explanations and Designing Solutions online in ConnectED Applying Practices Transcription and Translation online in ConnectED Performance Applying Practices Transcription and Translation online in ConnectED BioLAB: How can surveying a plot of land around your school help you understand the health of your ecosystem? Share Your Data section online in ConnectED This standard is met in all WebQuests online in ConnectED

75. **LAFS.910.WHST.3.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

VERY GOOD ALIGNMENT  **GOOD ALIGNMENT**  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content p. 1099; 1102 Science and Engineering Practices Handbook Obtaining, evaluating, and communicating Information online in ConnectED Performance Applying Practices: Analyze a Major Global Challenge, Engineer a Better World, Microbeads Major Problem online in ConnectED

76. **LAFS.910.WHST.3.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

VERY GOOD ALIGNMENT  **GOOD ALIGNMENT**  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content p. 1099; 1102 Science and Engineering Practices Handbook Obtaining, evaluating, and communicating Information online in ConnectED Performance Applying Practices: Analyze a Major Global Challenge, Engineer a Better World, Microbeads Major Problem online in ConnectED

77. **LAFS.910.WHST.3.9:** Draw evidence from informational texts to support analysis, reflection, and research.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content Science and Engineering Practices Handbook Obtaining, evaluating, and communicating Information online in ConnectED Performance p. 407 #41 Applying Practices Transcription and Translation, Evidence for Evolution, Letter to Local Official online in ConnectED

78. **LAFS.910.WHST.4.10:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content Science and Engineering Practices Handbook Obtaining, evaluating, and communicating Information online in ConnectED Performance Applying Practices Analyze a Major Global Challenge online in ConnectED

79. **HE.912.C.1.3:** Evaluate how environment and personal health are interrelated.

**Remarks/Examples:**

Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 348; 971-975; 999; 1021 Performance p. 319 #16; p. 353 #40; p. 1089 #5 WebQuest Environment and Personal Health online at ConnectED

80. **HE.912.C.1.5:** Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.

**Remarks/Examples:**

Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 148; 258-259; 367; 375-376; 515; 1075-1076; 1083-1085; 1086-1087 Performance p. 1076 #5, #7; p. 1084 Get It? question; p. 1091 #11, #13; p. 1093 #45, #46 WebQuest Strategies for Disease Prevention online in ConnectED Data Analysis Lab How can DNA Microarrays be used to classify types of prostate cancer? online in ConnectED BioDiscoveries Exploring Inter-species Virus Transmission online in ConnectED BioLab How can the most effective antibiotics be determined? online in ConnectED

81. **HE.912.C.1.7:** Analyze how heredity and family history can impact personal health.

**Remarks/Examples:**

Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 259; 298-303 Performance p. 353 #43; p. 1086 Get It? question WebQuest Analyze Genetic Inheritance and Disease Risk: A WebQuest for How Genes and the Environment Lead to Risk of Disease online in ConnectED

82. **MAFS.912.N-Q.1.1:** Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content pp. 1105-1109 Science and Engineering Practices Handbook Planning and Carrying Out Investigations, Using Mathematics and Computational Thinking online in ConnectED Performance p. 36 #6

83. **MAFS.912.N-Q.1.3:** Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

84. **ELD.K12.ELL.SC.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content Teacher Edition: EL support strategies are found in the Teacher's Edition Performance Student Edition: EL students completing the Writing in Biology questions in the Review Its! and the Chapter Assessments will meet this standard Teacher Edition: EL support strategies are found in the Teacher's Edition

85. **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

**VERY GOOD ALIGNMENT**  GOOD ALIGNMENT  FAIR ALIGNMENT  POOR ALIGNMENT  VERY POOR/NO ALIGNMENT

Justification:

Content Teacher Edition: EL support strategies are found in the Teacher's Edition Performance Student Edition: EL students completing the

Writing in Biology questions in the Review Its! and the Chapter Assessments will meet this standard Teacher Edition: EL support strategies are found in the Teacher's Edition