

Bid 3359

## INSTRUCTIONAL MATERIALS ADMINISTRATOR

### Recommendation

No

**Comments:** Overall, the materials are evaluated to be just short of reaching the recommended ratings. I found the consideration of Universal Design for Learning to be lacking as well as alignment to MAFS and some of the core content standards. There were missed opportunities for students to engage in real-world problem solving and thinking, and the presentation of content was worksheet and text heavy which is hard for a student to engage with. The teacher background and support was strong, but with the majority of the content was only explicitly presented there. This does not give students the ability to reference the key components of some of the standards apart from the knowledge disseminated by their teacher.

### Material for Review

**Course:** M/J Life Science (2000010)  
**Title:** Issues and Life Science , Edition: Second  
**Copyright:** 2012  
**Author:** SEPUP  
**Grade Level:** 6 - 8

### 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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**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:

approximately 70% of rankings were very good or good

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:

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:

useful though not overly engaging or innovative

**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:

there are great real-world connections woven throughout

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:

in consideration of standards addressed at very good or good rankings

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:

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:

**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:

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:

**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:

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:

no obvious bias or contradiction

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:

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:

**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:

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:

not always relevant

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:

the intended learner will not be overly engaged with the content and relevancy will be lost

**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:

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:

strong literacy support present; math could be more clearly represented

**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:

no identified concerns

**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:

no identified concerns

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:

## 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:

**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:

**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:

**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:

could be much more engaging

**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:

**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:

heavy dependence on the use of a third party application for accessibility to documents

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:

## 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:

**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:

some standards are not fully covered within ideas/concepts/themes

**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:

**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:

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:

**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:

There are missed opportunities for students to engage physically and in a deeper capacity mentally

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:

**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:

teacher background and support is well developed and discussion techniques to support learning outcomes are integrated throughout

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:

**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:

While written analysis questions were components of almost every investigation, the alignment to comprehensive testing through similar formats was lacking

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:

with student responses being primarily written in short answer form, analyzing student understanding and performance is highly grading-intensive for the classroom teacher

**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:

**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:

mathematical practices were very loosely connected in the rare instances I saw

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:

there were missed opportunities to support engagement of students and rich learning environments

## 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\\_cdefinitions\\_140711.pdf](http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS_cdefinitions_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.6.L.14.1:** Describe and identify patterns in the hierarchical organization of organisms from atoms to molecules and cells to tissues to organs to organ systems to organisms.

### Remarks/Examples:

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

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

Justification:

could be more explicit in presentation

2. **SC.6.L.14.2:** Investigate and explain the components of the scientific theory of cells (cell theory): all organisms are composed of cells (single-celled or multi-cellular), all cells come from pre-existing cells, and cells are the basic unit of life.

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

Justification:

3. **SC.6.L.14.3:** Recognize and explore how cells of all organisms undergo similar processes to maintain homeostasis, including extracting energy from food, getting rid of waste, and reproducing.

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

Justification:

homeostasis is not clearly addressed

4. **SC.6.L.14.4:** Compare and contrast the structure and function of major organelles of plant and animal cells, including cell wall, cell membrane, nucleus, cytoplasm, chloroplasts, mitochondria, and vacuoles.

### Remarks/Examples:

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

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

Justification:

5. **SC.6.L.14.5:** Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.

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

Justification:

immune system not addressed; reproductive system barely addressed

6. **SC.6.L.14.6:** Compare and contrast types of infectious agents that may infect the human body, including viruses, bacteria, fungi, and parasites.

**Remarks/Examples:**

Integrate HE.6.C.1.8. Explain how body systems are impacted by hereditary factors and infectious agents.

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

Justification:

fungi and parasites are barely addressed; other components are addressed in detail including integration of HE.6.C.1.8

7. **SC.6.L.15.1:** Analyze and describe how and why organisms are classified according to shared characteristics with emphasis on the Linnaean system combined with the concept of Domains.

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

Justification:

8. **SC.6.N.1.1:** Define a problem from the sixth grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

**Remarks/Examples:**

Florida Standards Connections: LAFS.68.RST.1.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

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

Justification:

9. **SC.6.N.1.2:** Explain why scientific investigations should be replicable.

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

Justification:

10. **SC.6.N.1.3:** Explain the difference between an experiment and other types of scientific investigation, and explain the relative benefits and limitations of each.

**Remarks/Examples:**

Explain that an investigation is observing or studying the natural world, without interference or manipulation, and an experiment is an investigation that involves variables (independent/manipulated and dependent/ outcome) and establishes cause-and-effect relationships (Schwartz, 2007).

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

Justification:

there are multiple experiments as well as other scientific investigations

11. **SC.6.N.1.4:** Discuss, compare, and negotiate methods used, results obtained, and explanations among groups of students conducting the same investigation.

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

Justification:

Most investigations just have students completing cursory discussions. The depth and reach of this standard does not seem to be supported.

12. **SC.6.N.1.5:** Recognize that science involves creativity, not just in designing experiments, but also in creating explanations that fit evidence.

**Remarks/Examples:**

Florida Standards Connections: LAFS.68.RST.3.7 LAFS.68.WHST.1.2 and, LAFS.68.WHST.3.9.

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

Justification:

could be more prevalent throughout

13. **SC.6.N.2.1:** Distinguish science from other activities involving thought.

**Remarks/Examples:**

Thought refers to any mental or intellectual activity involving an individual's subjective consciousness. Science is a systematic process that pursues, builds and organizes knowledge in the form of testable explanations and predictions about the natural world.

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

Justification:

not explicit within student activities and only described (though described well) in a student skills sheet providing background knowledge

14. **SC.6.N.2.2:** Explain that scientific knowledge is durable because it is open to change as new evidence or interpretations are encountered.

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

Justification:

implied but not explicit presentation

15. **SC.6.N.2.3:** Recognize that scientists who make contributions to scientific knowledge come from all kinds of backgrounds and possess varied talents, interests, and goals.

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

Justification:

16. **SC.6.N.3.1:** Recognize and explain that a scientific theory is a well-supported and widely accepted explanation of nature and is not simply a claim posed by an individual. Thus, the use of the term theory in science is very different than how it is used in everyday life.

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

Justification:

17. **SC.6.N.3.2:** Recognize and explain that a scientific law is a description of a specific relationship under given conditions in the natural world. Thus, scientific laws are different from societal laws.

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

Justification:

18. **SC.6.N.3.3:** Give several examples of scientific laws.

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

Justification:

only two laws clearly identified (laws of inheritance and law of superposition)

19. **SC.6.N.3.4:** Identify the role of models in the context of the sixth grade science benchmarks.

**Remarks/Examples:**

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

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

Justification:

20. **SC.7.L.15.1:** Recognize that fossil evidence is consistent with the scientific theory of evolution that living things evolved from earlier species.

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

Justification:

21. **SC.7.L.15.2:** Explore the scientific theory of evolution by recognizing and explaining ways in which genetic variation and environmental factors contribute to evolution by natural selection and diversity of organisms.

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

Justification:

22. **SC.7.L.15.3:** Explore the scientific theory of evolution by relating how the inability of a species to adapt within a changing environment may contribute to the extinction of that species.

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

Justification:

23. **SC.7.L.16.1:** Understand and explain that every organism requires a set of instructions that specifies its traits, that this hereditary information (DNA) contains genes located in the chromosomes of each cell, and that heredity is the passage of these instructions from one generation to another. **Remarks/Examples:**

Integrate HE.7.C.1.4. Describe how heredity can affect personal health.

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

Justification:

24. **SC.7.L.16.2:** Determine the probabilities for genotype and phenotype combinations using Punnett Squares and pedigrees.

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

Justification:

25. **SC.7.L.16.3:** Compare and contrast the general processes of sexual reproduction requiring meiosis and asexual reproduction requiring mitosis.

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

Justification:

the processes of meiosis and mitosis are clearly outlined, but the vocabulary seems to be lacking from the student materials though identified in teacher background information

26. **SC.7.L.16.4:** Recognize and explore the impact of biotechnology (cloning, genetic engineering, artificial selection) on the individual, society and the environment.

**Remarks/Examples:**

Integrate HE.7.C.1.4. Describe how heredity can affect personal health.

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

Justification:

Cloning is discussed as is the impact of heredity on health. For these concepts, the impact is investigated. However, there is little to no conversation about genetic engineering and artificial selection

27. **SC.7.L.17.1:** Explain and illustrate the roles of and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.

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

Justification:

28. **SC.7.L.17.2:** Compare and contrast the relationships among organisms such as mutualism, predation, parasitism, competition, and commensalism.

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

Justification:

while many species examples are identified and discussed, the specific vocabulary aligned to species understanding is not explicit enough to support a higher ranking

29. **SC.7.L.17.3:** Describe and investigate various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites.

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

Justification:

parasitism and predation could be more clearly described

30. **SC.7.N.1.1:** Define a problem from the seventh grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

**Remarks/Examples:**

Florida Standards Connections: LAFS.68.RST.1.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

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

Justification:

31. **SC.7.N.1.2:** Differentiate replication (by others) from repetition (multiple trials).

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

Justification:

32. **SC.7.N.1.3:** Distinguish between an experiment (which must involve the identification and control of variables) and other forms of scientific investigation and explain that not all scientific knowledge is derived from experimentation.

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

Justification:

33. **SC.7.N.1.4:** Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment.

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

Justification:

34. **SC.7.N.1.5:** Describe the methods used in the pursuit of a scientific explanation as seen in different fields of science such as biology, geology, and physics.

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

Justification:

no example given to represent the pursuit of explanation in physics. one one example for each of biology and geology and it seems that neither are well-aligned to the standard

35. **SC.7.N.1.6:** Explain that empirical evidence is the cumulative body of observations of a natural phenomenon on which scientific explanations are based.

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

Justification:

only discussed briefly in a skills sheet, could not find the use of the word empirical evidence

36. **SC.7.N.1.7:** Explain that scientific knowledge is the result of a great deal of debate and confirmation within the science community.

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

Justification:

could be better represented throughout investigations

37. **SC.7.N.2.1:** Identify an instance from the history of science in which scientific knowledge has changed when new evidence or new interpretations are encountered.

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

Justification:

38. **SC.7.N.3.1:** Recognize and explain the difference between theories and laws and give several examples of scientific theories and the evidence that supports them.

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

Justification:

39. **SC.7.N.3.2:** Identify the benefits and limitations of the use of scientific models.

**Remarks/Examples:**

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

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

Justification:

40. **SC.8.L.18.1:** Describe and investigate the process of photosynthesis, such as the roles of light, carbon dioxide, water and chlorophyll; production of food; release of oxygen.

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

Justification:

41. **SC.8.L.18.2:** Describe and investigate how cellular respiration breaks down food to provide energy and releases carbon dioxide.

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

Justification:

42. **SC.8.L.18.3:** Construct a scientific model of the carbon cycle to show how matter and energy are continuously transferred within and between organisms and their physical environment.

**Remarks/Examples:**

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

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

Justification:

The carbon cycle is described but the model provided is a flow-chart that students label. There is no clear math component evident.

43. **SC.8.L.18.4:** Cite evidence that living systems follow the Laws of Conservation of Mass and Energy.

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

Justification:

only briefly addressed

44. **SC.8.N.1.1:** Define a problem from the eighth grade curriculum using appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

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

Justification:

45. **SC.8.N.1.2:** Design and conduct a study using repeated trials and replication.

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

Justification:

46. **SC.8.N.1.3:** Use phrases such as "results support" or "fail to support" in science, understanding that science does not offer conclusive 'proof' of a knowledge claim.

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

Justification:

47. **SC.8.N.1.4:** Explain how hypotheses are valuable if they lead to further investigations, even if they turn out not to be supported by the data.

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

Justification:

48. **SC.8.N.1.5:** Analyze the methods used to develop a scientific explanation as seen in different fields of science.

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

Justification:

multiple fields of science not explicitly addressed

49. **SC.8.N.1.6:** Understand that scientific investigations involve the collection of relevant empirical evidence, the use of logical reasoning, and the application of imagination in devising hypotheses, predictions, explanations and models to make sense of the collected evidence.

**Remarks/Examples:**

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

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

Justification:

clearer implicit connection needed to support the level of content covered by the standard

50. **SC.8.N.2.1:** Distinguish between scientific and pseudoscientific ideas.

**Remarks/Examples:**

Science is testable, pseudo-science is not science seeks falsifications, pseudo-science seeks confirmations (e.g. astrology is pseudoscience).

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

Justification:

51. **SC.8.N.2.2:** Discuss what characterizes science and its methods.

**Remarks/Examples:**

Science is the systematic, organized inquiry that is derived from observations and experimentation that can be verified through testing to explain natural phenomena.

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

Justification:

52. **SC.8.N.3.1:** Select models useful in relating the results of their own investigations.

**Remarks/Examples:**

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

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

Justification:

It appears there is only some modeling with math present throughout the text

53. **SC.8.N.3.2:** Explain why theories may be modified but are rarely discarded.

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

Justification:

54. **SC.8.N.4.1:** Explain that science is one of the processes that can be used to inform decision making at the community, state, national, and international levels.

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

Justification:

55. **SC.8.N.4.2:** Explain how political, social, and economic concerns can affect science, and vice versa.

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

Justification:

56. **LAFS.6.SL.1.2:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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

Justification:

57. **LAFS.6.SL.1.3:** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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

Justification:

58. **LAFS.6.SL.1.1a:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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

Justification:

59. **LAFS.6.SL.1.1b:** Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

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

Justification:

student autonomy with this component could be better represented

60. **LAFS.6.SL.1.1c:** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

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

Justification:

61. **LAFS.6.SL.1.1d:** Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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

Justification:

62. **LAFS.6.SL.2.4:** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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

Justification:

63. **LAFS.6.SL.2.5:** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

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

Justification:

some technology support, but most content is presented through worksheets and the text

64. **LAFS.68.RST.1.1:** Cite specific textual evidence to support analysis of science and technical texts.

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

Justification:

65. **LAFS.68.RST.1.2:** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

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

Justification:

66. **LAFS.68.RST.1.3:** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

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

Justification:

67. **LAFS.68.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 6–8 texts and topics.

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

Justification:

68. **LAFS.68.RST.2.5:** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

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

Justification:

structure is there, but analyzation of the structure is not explicit

69. **LAFS.68.RST.2.6:** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

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

Justification:

The author's purpose doesn't seem to be the focus of the content but rather the procedure or experiment. While procedures, experiments, and data sets are discussed, the explicit reason for an author writing seems to be lacking.

70. **LAFS.68.RST.3.7:** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

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

Justification:

71. **LAFS.68.RST.3.8:** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

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

Justification:

72. **LAFS.68.RST.3.9:** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

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

Justification:

73. **LAFS.68.WHST.1.1:** Write arguments focused on discipline-specific content.

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

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

Justification:

74. **LAFS.68.WHST.1.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

Justification:

Most writing is supporting claims though there is some that is informational in purpose.

75. **LAFS.68.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:

76. **LAFS.68.WHST.2.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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

Justification:

does not seem to be explicitly indicated

77. **LAFS.68.WHST.2.6:** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

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

Justification:  
4 projects identified

78. **LAFS.68.WHST.3.7:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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

Justification:  
4 projects identified

79. **LAFS.68.WHST.3.8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

Justification:

80. **LAFS.68.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:

81. **LAFS.68.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:

82. **HE.6.C.1.8:** Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.

**Remarks/Examples:**

Obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases caused by sexual activity.

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

Justification:

83. **MAFS.6.EE.3.9:** Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation  $d = 65t$  to represent the relationship between distance and time.

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

Justification:

There are two investigations that involve real-world problems with changing relationships, but there is no use of variables represented in equations or using equations to analyze the relationship between dependent and independent variables.

84. **MAFS.6.SP.2.4:** Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

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

Justification:

85. **MAFS.6.SP.2.5:** Summarize numerical data sets in relation to their context, such as by:

- a. Reporting the number of observations.
- b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
- c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
- d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

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

Justification:

There are opportunities for this to be more prevalent throughout investigations

86. **HE.7.C.1.3:** Analyze how environmental factors affect personal health.

**Remarks/Examples:**

Food refrigeration, appropriate home heating and cooling, air/water quality, and garbage/trash collection.

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

Justification:

87. **HE.7.C.1.7:** Describe how heredity can affect personal health.

**Remarks/Examples:**

Sickle-cell anemia, diabetes, and acne.

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

Justification:

88. **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:

89. **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: