Bid 3366

INSTRUCTIONAL MATERIALS ADMINISTRATOR

Recommendation

Yes

Comments: Amazing program. Teachers will need differentiated training, Context Dependent sets and more DOK 3 level activities would enhance the course.

Material for Review

Course: M/J Comprehensive Science 2 (2002070)

Title: Discovery Education Science Techbook (Florida) - M/J Comprehensive Science 2 , Edition: 1

Copyright: 2017

Author: Amy Gensemer, David Marsland, Nikki Snyder

Grade Level: 6 - 8

Content

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.
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5 - VERY GOOD ALIGNMENT
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A. Alignment with curriculum1. 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:

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:
Multiple lexile levels in reading text would be beneficial.

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:

B. Level of Treatment4. 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:

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:

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:
Teachers will need multiple training opportunities to support this curriculum. It can be overwhelming and differentiated trainings will be needed.

C. Expertise for Content Development8. 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:
Reading passages are something teachers need. The more of these infused in the course the better for teachers and students.

D. Accuracy of Content10. 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:
No flaws observed.

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:

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 Content14. 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:

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:

F. Authenticity of Content17. 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:

G. Multicultural Representation19. 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:

H. Humanity and Compassion20. 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:

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 Resources1. 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:
Standards are covered with multiple resources to assist teachers in variety of teaching strategies and differentiated instruction.

B. Alignment of Instructional Components2. 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 Materials3. 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:
Clean organization with the ability to adapt to local pacing guides.

D. Readability of Instructional Materials4. 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:
Materials and tools are in place to support and engage students.

E. Pacing of Content5. 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:

Accessibility6. 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:
Multiple supports such as text to speech, print options, magnifications, etc.

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:
Very dynamic and engaging presentation.

Learning

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A. Motivational Strategies1. 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:

C. Explicit Instruction3. 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 Support4. 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:
Interactive reading checks are very helpful.

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:
Variety of activities and media presentation makes this curriculum dynamic and engaging to all types of learning styles.

E. Active Participation of Students6. 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:
Variety of activities and media presentation makes this curriculum dynamic and engaging to all types of learning styles.

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 Strategies8. 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:
Examples and supporting videos for teaching strategies would enhance the program.

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 Strategies10. 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:

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:
Needs more DOK 3 questions in unit assessments. Also, more complex pictures, charts and graphs would enhance the assessment program. Consider adding Context Dependent Sets - multiple questions that require a reading passage, data, illustration, etc to respond.

Universal Design for Learning12. 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:
Examples and supporting videos for teaching strategies would enhance the program.

Mathematical Practice13. 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 embedded throughout the course. However, there is not a "highlight" of specific practices.

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:

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
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.7.E.6.1:** Describe the layers of the solid Earth, including the lithosphere, the hot convecting mantle, and the dense metallic liquid and solid cores.

    ○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Multiple video options. Not a lot of content reading.

2. **SC.7.E.6.2:** Identify the patterns within the rock cycle and relate them to surface events (weathering and erosion) and sub-surface events (plate tectonics and mountain building).

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:
Content reading and multiple activities to support standard.

3. **SC.7.E.6.3:** Identify current methods for measuring the age of Earth and its parts, including the law of superposition and radioactive dating.

    ◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Interactive reading opportunities support standard.

4. **SC.7.E.6.4:** Explain and give examples of how physical evidence supports scientific theories that Earth has evolved over geologic time due to natural processes.

    ◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:

5. **SC.7.E.6.5:** Explore the scientific theory of plate tectonics by describing how the movement of Earth's crustal plates causes both slow and rapid changes in Earth's surface, including volcanic eruptions, earthquakes, and mountain building.

    ◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:

6. **SC.7.E.6.6:** Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water.

    ◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:

7. **SC.7.E.6.7:** Recognize that heat flow and movement of material within Earth causes earthquakes and volcanic eruptions, and creates mountains and ocean basins.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Comprehensive Science 2 - Florida (2017) > Earth & Space Science > Earthquakes and Volcanoes > Why Earthquakes Occur> Explore >
Explore More Resources > Exploration: How It Shakes Out; Comprehensive Science 2 - Florida (2017) > Earth & Space Science >
Earthquakes and Volcanoes > Why Earthquakes Occur> Explore > Explore More Resources > Integrated Science Simulation: Tectonic
Forces

8. **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:

9. **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:

10. **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:

11. **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:

12. **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:

13. **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:
Core Interactive Text Page 2

14. **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:
Core Interactive Text 3; also Reading Passage: SCNT: Controversy or Opportunity?

15. **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:
Interactive food web.

16. **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:
Reading Passage: Can't We All Just Get Along--Relationships in the Ecosystem

17. **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:
Interactive Text and hands on activity available.

18. **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:
Embedded throughout course.

19. **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:

20. **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:

21. **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:

22. **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:
Embedded throughout course.

23. **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:

24. **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:

25. **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:

26. **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:

27. **SC.7.N.3.2:** Identify the benefits and limitations of the use of scientific models. Thus, the use of the term theory in science is very different than how it is used in everyday life.

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:

28. **SC.7.P.10.1:** Illustrate that the sun's energy arrives as radiation with a wide range of wavelengths, including infrared, visible, and ultraviolet, and that white light is made up of a spectrum of many different colors.

⦿ **VERY GOOD ALIGNMENT** ◯ GOOD ALIGNMENT ◯ FAIR ALIGNMENT ◯ POOR ALIGNMENT ◯ VERY POOR/NO ALIGNMENT
Justification:
Interactive text and STEM project starter available.

29. **SC.7.P.10.2:** Observe and explain that light can be reflected, refracted, and/or absorbed.

⦿ **VERY GOOD ALIGNMENT** ◯ GOOD ALIGNMENT ◯ FAIR ALIGNMENT ◯ POOR ALIGNMENT ◯ VERY POOR/NO ALIGNMENT
Justification:
Interactive text and Hands on activity.

30. **SC.7.P.10.3:** Recognize that light waves, sound waves, and other waves move at different speeds in different materials.

⦿ **VERY GOOD ALIGNMENT** ◯ GOOD ALIGNMENT ◯ FAIR ALIGNMENT ◯ POOR ALIGNMENT ◯ VERY POOR/NO ALIGNMENT
Justification:

31. **SC.7.P.11.1:** Recognize that adding heat to or removing heat from a system may result in a temperature change and possibly a change of state.

◯ VERY GOOD ALIGNMENT ⦿ **GOOD ALIGNMENT** ◯ FAIR ALIGNMENT ◯ POOR ALIGNMENT ◯ VERY POOR/NO ALIGNMENT
Justification:
Explore activities available. Additional reading would be beneficial.

32. **SC.7.P.11.2:** Investigate and describe the transformation of energy from one form to another.

◯ VERY GOOD ALIGNMENT ⦿ **GOOD ALIGNMENT** ◯ FAIR ALIGNMENT ◯ POOR ALIGNMENT ◯ VERY POOR/NO ALIGNMENT
Justification:
Explore activities available. Additional reading would be beneficial.

33. **SC.7.P.11.3:** Cite evidence to explain that energy cannot be created nor destroyed, only changed from one form to another.

⦿ **VERY GOOD ALIGNMENT** ◯ GOOD ALIGNMENT ◯ FAIR ALIGNMENT ◯ POOR ALIGNMENT ◯ VERY POOR/NO ALIGNMENT
Justification:
Interactive Text and Hands On activities available.

34. **SC.7.P.11.4:** Observe and describe that heat flows in predictable ways, moving from warmer objects to cooler ones until they reach the same temperature.

⦿ **VERY GOOD ALIGNMENT** ◯ GOOD ALIGNMENT ◯ FAIR ALIGNMENT ◯ POOR ALIGNMENT ◯ VERY POOR/NO ALIGNMENT
Justification:

35. **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:
Embedded throughout course.

36. **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:
Opportunities for teachers to use materials to support standard.

37. **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:

38. **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:

39. **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:
Opportunities for teachers to use materials to support standard.

40. **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:
Opportunities for teachers to use materials to support standard.

41. **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:

42. **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:

43. **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:
Opportunities for teachers to use materials to support standard.

44. **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:

45. **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:

46. **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:

47. **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:

48. **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:

49. **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:

50. **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:

51. **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:

52. **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:

53. **LAFS.7.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
d. Acknowledge new information expressed by others and, when warranted, modify their own views.

⦿ **VERY GOOD ALIGNMENT**   ○ GOOD ALIGNMENT   ○ FAIR ALIGNMENT   ○ POOR ALIGNMENT   ○ VERY POOR/NO ALIGNMENT
Justification:

54. **LAFS.7.SL.1.2:** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

⦿ **VERY GOOD ALIGNMENT**   ○ GOOD ALIGNMENT   ○ FAIR ALIGNMENT   ○ POOR ALIGNMENT   ○ VERY POOR/NO ALIGNMENT
Justification:

55. **LAFS.7.SL.1.3:** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

⦿ **VERY GOOD ALIGNMENT**   ○ GOOD ALIGNMENT   ○ FAIR ALIGNMENT   ○ POOR ALIGNMENT   ○ VERY POOR/NO ALIGNMENT
Justification:

56. **LAFS.7.SL.2.4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

⦿ **VERY GOOD ALIGNMENT**   ○ GOOD ALIGNMENT   ○ FAIR ALIGNMENT   ○ POOR ALIGNMENT   ○ VERY POOR/NO ALIGNMENT
Justification:

57. **LAFS.7.SL.2.5:** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

⦿ **VERY GOOD ALIGNMENT**   ○ GOOD ALIGNMENT   ○ FAIR ALIGNMENT   ○ POOR ALIGNMENT   ○ VERY POOR/NO ALIGNMENT
Justification:

58. **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:
Heredity and Reproduction > Factors the Influence Human Growth and Development> Explore > Core Interactive Text page 2;Heredity and Reproduction > Factors the Influence Human Growth and Development> Explore > Explore More Resources > Reading Passage: Human Growth and Development; Heredity and Reproduction > Factors the Influence Human Growth and Development> Explore > Explore More Resources > Reading Passage: Hazardous to Your Health

59. **HE.7.C.1.8:** Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.

Remarks/Examples:
Abuse of over-the-counter medications, sexually transmitted diseases and sexually transmitted infections from sexual relationships, injury, or death from unsupervised handling of firearms, and physical/emotional injury, or impact from abusive dating partner.

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

Justification:
Infectious Disease > Explore > Core Interactive Text page 2 > Reading Passage: Infectious Disease;Infectious Agents > Infectious Disease > Explore > Core Interactive Text page 1 > Exploration: Infectious Diseases

60. **MAFS.7.SP.2.4:** Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.

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

Justification:
Increase math connection and opportunities would enhance course.

61. **MAFS.7.SP.3.5:** Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

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

Justification:
Increase math connection and opportunities would enhance course.

62. **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:

63. **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: