

Bid 3266

## INSTRUCTIONAL MATERIALS ADMINISTRATOR

### Recommendation

Yes

**Comments:** I was VERY impressed with HMH. Everything was lined up to the standards. I appreciated the fact that I could use the TE to easily match up any standard to where it could be found in the text. This is very helpful when it comes to documenting what standards are taught.

The text is easy to read, but not 'dumbed down.' I feel it can easily engages students in the topic. The topics are relevant to the Florida student as well.

### Material for Review

**Course:** M/J Comprehensive Science 1 (2002040)

**Title:** HMH Florida Science, Comprehensive Science 1 , Edition: First

**Copyright:** 2019

**Author:** DiSpezio, et al

**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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To answer each item, select the appropriate rating from the following scale:

- 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:

Throughout the teacher edition and student edition, the standards are consistently addressed. Fore example, the 7th grade edition focuses on the standard, " 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)." The video of the scientist in Australia focuses on this standard. It really gives the students a real world view of the rock cycle.

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:

I feel students will be able to easily understand the written portion as well as the video and audio portions of HMH. I also feel that HMH does not "dummy-down" the content. For example, 7th graders are not taught to on a 4th grade 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:

I especially liked the fact that the labs and worksheets are editable. A teacher can easily adapt them to become personalized to their specific classroom.

**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:

The topics are detailed in many different situations throughout the text. Students do not just read and answer questions. They are given formative assessments periodically throughout the readings.

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:

The content matches the standards. All activities and readings challenge the students as directly related to the standards.

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:

Like I said in a previous comment, the content is on par with the grade level. There are options for enrichment and lower level readers, but the main subjects are on par with the grade level.

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:

I especially appreciated the pacing guide. Teachers are given the option of 'speeding up' the timeline or slowing down

**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:

Activities and readings flow directly into the primary and secondary sources. Teachers have the option of assigning paper sources or video/online sources.

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:

I will bring up "Engineering in Our World", Lesson 6. Students experience and learn how the content they are learning is involved in the 'real world.' This lesson allows students to experience how engineering is used in our society. This will help teachers to answer the time old questions from students, "When will I use this in the real world?" :)

**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 saw no evidence of spelling, grammar or visual mistakes.

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 content that had biases or opinions.

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:

All content I read and viewed related directly to the standards.

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:

No material I read had any factual mistakes.

**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:

All the content I read dealt with recent research.

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:

I really appreciated the fact that the content always started with addressing the standards and flowed accordingly. Standards are also shown at the beginning of the text as well as throughout the text for students and teachers to go back to.

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:

I felt the reading, videos, worksheets and labs were age appropriate. It seems these days that students are 'taught down to.' I feel HMH presents content to the student at their level, while still giving options for acceleration or remediation.

**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:

There were several options that allowed students to experience real life connections that were relevant to them

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:

I appreciated the reading and writing options presented by HMH. The video lessons encompass listening, reading and writing skills.

**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:

I did not see any biases toward any ethnic groups, ages, cultures or religions. I always look to the teaching of evolution in 7th grade. This can be a touchy subject, depending on a student's beliefs. I feel HMH did a good job of not showing bias to Darwin's theory of natural selection. The text says the Darwin 'proposed' this theory. It does not discuss other theories such as Creationism (of which I am a proponent.) Yet I feel it gives the teacher the option of discussing other theories.

**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:

I felt animals and humans were portrayed fairly. For example, in the fossils section, a giant croc was portrayed as attacking a tyrannosaurus rex. This portrayal was by no means graphic. The croc and t-rex were portrayed as fighting. The reader might infer that the croc was about to 'chomp down' on the t-rex, but there was no "blood or guts."

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:

I feel all of the content was directly aligned to the standards.

### 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:

I especially noticed the lab sheets. They were very extensive, detailing materials needed and step by step procedures.

**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:

All resources I read seem to align with the curriculum and the 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:

Each area (life science, earth science, etc.) lined up with their respective materials sections.

**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:

As I said in a previous justification, the reading and listening do not seem to be 'dumbed down.' Pictures and videos are not immature for this grade level. I feel students will consistently be engaged in the readings and videos.

**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:

I appreciated the fact that the readings were 'broken up.' What I mean by this is that HMH mixes the rote readings with questions, illustrations, writings and other formative assessments. I feel this will keep the students' attention.

**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:

I feel all aspects of HMH are easy to access for students and teachers. I felt that everything was easily accessible and easy to find.

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:

The subjects matter is presented in a way that students will find rather easy to access. I feel it does not look 'jumbled.' I have seen texts that are ominous looking. This lends to students checking out right away. The HMH text doesn't look ominous to students (or teachers.). I feel teachers and students will be more receptive to HMH.

## 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:

I evaluated the standards and I found many, many different ways that the content was presented, from multimedia and pictures to discussions and videos.

**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 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:

Very easy to read, but the content did not seem to be 'dumbed down.'

**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:

Many different learning styles are addressed from artistic to verbal.

**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 text allows for collaborative work that allows students to verbalize and bounce ideas off of each other.

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:

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:

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:

**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:

Yes, there are graphs and other math-related activities related to the topic that incorporate math.

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:

I feel this text gives students a good source of science. The topics are presented in an easy to read way, including videos, multimedia and text. It can be easily navigated. The sections are broken up so that the student doesn't feel like they are reading a long topic. Formative assessments (sometime short ones) are every 2-3 pages, allowing teachers to easily assess what the student is learning.

## 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.6.E.6.1:** Describe and give examples of ways in which Earth's surface is built up and torn down by physical and chemical weathering, erosion, and deposition.

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

Justification:

In lesson 4, HMH discusses and gives examples of the main processes that can change the surface of the Earth; plate tectonics, continental drift, plate boundaries and convection currents.

2. **SC.6.E.6.2:** Recognize that there are a variety of different landforms on Earth's surface such as coastlines, dunes, rivers, mountains, glaciers, deltas, and lakes and relate these landforms as they apply to Florida.

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

Justification:

I am going to give this standard a Very Good. But I did notice that the standard was listed in lesson 2, but the contents of the standard were taught mostly in lesson 3. This is an odd standard though, as it wants students to recognize landforms such as mountains and glaciers as they apply to Florida.

3. **SC.6.E.7.1:** Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred through Earth's system.

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

Justification:

The text explains the similarities and differences between convection, conduction and radiation. There is even a small formative assessment at the bottom of p. 398 for students to give examples of each.

4. **SC.6.E.7.2:** Investigate and apply how the cycling of water between the atmosphere and hydrosphere has an effect on weather patterns and climate.

**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:

The student edition 'Earth' did a great job of explaining the water cycle in detail (evaporation, transpiration, sublimation, condensation, precipitation and runoff.) I did not see the word 'hydrosphere' used in the text until Lesson 1 on Earth's Spheres.

5. **SC.6.E.7.3:** Describe how global patterns such as the jet stream and ocean currents influence local weather in measurable terms such as temperature, air pressure, wind direction and speed, and humidity and precipitation.

**Remarks/Examples:**

Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically MAFS.K12.MP.6: Attend to precision and, 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:

The 'Earth' text went into great detail, describing global and local patterns that affect Earth's weather. The jet stream is given a section, describing how it affects weather patterns. There was a section called 'Going With the Flow' that explained in word and visuals how ocean currents can affect Earth's weather. The text even goes into detail about the Coriolis Effect, trade winds, westerlies and polar easterlies.

6. **SC.6.E.7.4:** Differentiate and show interactions among the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere.

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

Justification:

Right away in Lesson 1, the text describes and shows how the different spheres (geosphere, hydrosphere, cryosphere, atmosphere and biosphere) interact. There are a few formative assessments such as Venn diagrams for students to quickly assess their learning. Page 598 is dedicated to 'How Do Earth's Spheres Interact,' which is the basis for this standard.

7. **SC.6.E.7.5:** Explain how energy provided by the sun influences global patterns of atmospheric movement and the temperature differences between air, water, and land.

**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:

Lesson 6 goes into detail about how the Sun affects pretty much all of our patterns. Earlier in a previous chapter, students were taught about radiation, thermal energy and heat transfer (conduction and convection.) In Lesson 6, they learn how the radiation from the Sun, the tilt of the Earth and the latitudes of the Earth affect weather. There are even two sections called 'Sun Powers the Water Cycle' and 'Sun Powers Wind.' Students should take from this that the Sun controls all the patterns on the earth, even some patterns indirectly.

8. **SC.6.E.7.6:** Differentiate between weather and climate.

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

## Justification:

On page 744 in Lesson 6, the text right away states, "Weather conditions change from day to day. Weather is the condition of Earth's atmosphere at a particular time and place. Climate, on the other hand, describes the weather conditions in an area over a long period of time." This lesson then goes into detail how other factors can affect Earth's climate (temperature, precipitation, latitudes, the Sun, topography and elevation.)

9. **SC.6.E.7.7:** Investigate how natural disasters have affected human life in Florida.

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

## Justification:

In Lesson 5, this section starts immediately with the statement, "By the end of this lesson, you should be able to describe the natural disasters that affect Florida, including their economic impact and their effects on people.?" It discusses Florida disasters (rain, floods, hail, lightning, wind, tornadoes, hurricanes, cold, sinkholes and fires.) In this section, Florida students are not bothered with non-Florida disasters such as snow or earthquakes. Although the text does discuss somewhat hurricanes in the Gulf of Mexico region.

10. **SC.6.E.7.8:** Describe ways human beings protect themselves from hazardous weather and sun exposure.

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

## Justification:

This section reads like a plea to students. 'Here are some ways weather can hurt you, so we are going to give you ways to protect yourself.' Thunderstorms, tornadoes and hurricanes are discussed in detail. There are brief mentions of formation, but mostly about how to stay safe. The students who will read this most likely will have experienced Hurricane Matthew in the Fall of 2016. Yet they may not know much about tornadoes or they may be unaware of the severity of a thunderstorm. The affects of the Sun's radiation on the human body is discussed. Many students (and adults) do not feel a need to take care of their skin and body during the summer months (and the winter.) I student may know to put on sunscreen but not to hydrate.

11. **SC.6.E.7.9:** Describe how the composition and structure of the atmosphere protects life and insulates the planet.

**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:

The text briefly tells how atmosphere protects our earth (by absorbing or reflecting harmful radiation? and by maintaining the right temperature range?.)

12. **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:

Lesson 1-3 progresses in their explanations of how cells are organized, all the way up to organisms.

13. **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:

Lesson 1 goes into an overview of cell theory, including scientists who were involved in cell theory. It discusses how organisms are composed of cells and that cells are the basic units of life.

14. **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:

I really enjoyed how this section related homeostasis to the student. It discusses food and water, as they are important to the balance of cell growth.

15. **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:

It can be tough to easily distinguish between parts of a plant cell and parts of an animal cell. HMH groups each in what looks a little like a 'movie presentation' (Now Showing, Plant Cells.) The section on plant cells is primarily green, while the section on animal cells is primarily blue. Page 420 gives a visual summary in a formative assessment mode. All of the different parts of the cells (cell wall, mitochondria, etc.) are discussed in their respective areas. I feel cell identification is one of the toughest sections of science, especially in 6th grade. The way this is presented may help students to have an easier time identifying animal and plant cell structures.

16. **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:

Each system in the body that is identified in this standard are in this section. The text groups appropriate systems (skeletal/muscular, circulatory/respiratory, digestive/excretory, and nervous/endocrine.)

17. **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:

I like how this section has demos or labs, showing how diseases can be passed easily. It also goes into detail about how diseases can be passed by touch, sneeze, etc. I only saw hereditary disease mentioned briefly in the section, "Getting Through Security-Noninfectious Diseases." I feel it should be mentioned more.

18. **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:

This section goes into detail about how living things are classified. It discusses how organisms are grouped according to physical, chemical and other shared characteristics. The text starts with the three domains (Bacteria, Archaea and Eukarya.) I like that there are pictorial representation of each. Students this age might not have an idea about domains, as they really were introduced around 1990. They may have more of an idea about Kingdoms. The text also includes dichotomous keys, which in my opinion are essential in teaching taxonomy.

19. **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:

This is such an integral standard that is used often throughout all science. Nature of Science does a great job of introducing the scientific method. More importantly, all of the chapters use the scientific method somehow.

20. **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:

On p. 34 of the text, replication is explained. It does a good job of explaining why scientists replicate, but that is the only area I saw it.

21. **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:

The text compares and contrasts different types of experiments well.

22. **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:

I noticed good formative assessments in the section, related to this standard.

23. **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:

This section has an activity geared to this standard. The activity is Creative Science Imagine you are attending a conference about science in the twenty-first century. Write and present a speech about why a balance between creativity and critical thinking is important in science. Give examples of when creativity and critical thinking can help solve a problem." I purposely misspelled problem, as it is misspelled on page 21 of the text.

24. **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:

This section started right away with the essential question, "How is science different than other fields of study?" The rest of the section discussed different sciences but I did not see a direct comparison to other forms of study.

25. **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:

Theories and laws are discussed. Throughout, the text gives examples of how theories can change (the theory of plate tectonics, for example.)

26. **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:

Lesson 5 is entirely devoted to this standard. It shows different careers related to science. This helps the student to see other jobs that are not so 'sciencey' like a guy in a white lab coat.

27. **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:

This section discusses how scientific theories are generally accepted by most people. They are well-supported explanations of the real world.

28. **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:

Page 38 gives several examples of laws (inertia for example) and why they are laws. I do like that on the next page, the text discusses how the theory of black holes might make light bend (which the actual law of light prohibits light to bend.)

29. **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:

As previously stated, several examples of laws are in this section.

30. **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:

Benchmarks are assessed and identified throughout the text.

31. **SC.6.P.11.1:** Explore the Law of Conservation of Energy by differentiating between potential and kinetic energy. Identify situations where kinetic energy is transformed into potential energy and vice versa.

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

Justification:

This section gives several examples of kinetic and potential energy It compares and contrasts how P and K energy increase and decrease constantly. The chapter discusses how energy is neither created nor destroyed (Law of Conservation of Energy.) The section ends with a STEM challenge involving simple machines and energy.

32. **SC.6.P.12.1:** Measure and graph distance versus time for an object moving at a constant speed. Interpret this relationship.

**Remarks/Examples:**

Florida Standards Connections: **MAFS.K12.MP.5:** Use appropriate tools strategically and, **MAFS.K12.MP.6:** Attend to precision.

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

**Justification:**

This benchmark is addressed in Lesson 2. Page 341 instructs the students how to graph distance versus time. Page 342 gives the students an opportunity to use what they just learned to create their own graph of distance over time.

33. **SC.6.P.13.1:** Investigate and describe types of forces including contact forces and forces acting at a distance, such as electrical, magnetic, and gravitational.

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

**Justification:**

This section did a great job of explaining forces and relating them to gravity, but I saw minimal mention of electrical can magnetic forces.

34. **SC.6.P.13.2:** Explore the Law of Gravity by recognizing that every object exerts gravitational force on every other object and that the force depends on how much mass the objects have and how far apart they are.

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

**Justification:**

The Law of Gravity is discussed in depth. Students are also given labs that help them to understand this law.

35. **SC.6.P.13.3:** Investigate and describe that an unbalanced force acting on an object changes its speed, or direction of motion, or both.

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

**Justification:**

Much of this section is devoted to unbalanced forces. An example of a good drawing was two dogs pulling a person in different directions.

36. **LAFS.6.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. 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.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

d. 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:**

This is one example I found from the text. I feel it will do a great job of steering students to discussions and reviewing key ideas in the text.

Apply: With a classmate, discuss what condition, other than precipitation, is likely related to better plant growth in the temperate area shown directly below than in the desert on the bottom right.?"

37. **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:**

In the examples of wind section, students are asked to label the areas of high pressure and low pressure. on a chart.

38. **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:**

Students are often asked to complete a section called "Claims, Evidence, Reasoning." An example would be "Make a claim about what the Earth's tides would be like if the moon revolved around the Earth at the same speed the Earth rotates. Draw a diagram to illustrate your claim, then summarize evidence to support the claim and explain your reasoning.?" Students complete these sections and compare their claims to the author.

39. **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:**

I noticed many areas where students were asked to present claims and findings. One 'assignment' I thought was relevant was "With an adult, find a newspaper or magazine that appears to make scientific claims about a product. Carefully evaluate the claims and determine whether you think they are valid. Bring the ad to class and be prepared to share your evaluation.?"

40. **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:

You cannot read far in this text until you find graphics, images, etc. The resources also have sound clips.

41. **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:

Every lesson has at least one section called 'Claims, Evidence and Reasoning. One example is "If a star appears at position 1 during the summer, during which season will it appear at position 2? Summarize evidence from the diagram to support your claim and explain your reasoning.

42. **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:

Extra support for vocabulary can be found in the resources section. This helps students to revisit central ideas and conclusions.

43. **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:

Throughout the text, one can read sections called 'S.T.E.M. Engineering & Technology.' These sections discuss multi step problems designed to have the student use the scientific method.

44. **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:

There are several places throughout the text where symbols and key terms are located.

45. **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:

The text is organized in a way that the reader (student) can easily understand the structure.

46. **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 can be analyzed easily in the lab manuals, S.T.E.M. Labs, and exploration labs.

47. **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:

Lesson 3 deals primarily with data collection.

48. **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:

Much of Lesson 1 deals with the scientific method. students learn and experience empirical evidence, research findings and scientific claims.

49. **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:

Every few pages of the text have mini-experiments or formative assessments where students can show what they learned. They can easily access pictures, graphs, simulations and multimedia sources that can help them understand and experience the subject matter.

50. **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:

The sections called 'Take It Home' give students a very good topic to write about.

51. **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:

Claims Evidence and Reasoning sections allow students ample opportunities to write.

52. **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:

53. **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:

54. **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:

on TE pages 632 (SE pages 484-485 ) there is a mini lesson on searching the internet that is related to the topic.

55. **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:

'Take It Home' sections (scattered throughout the text) consistently have students perform research about the topic they just read about.

56. **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:

One of the 'Think Outside the Box' sections asks students to keep a week-long record of different science articles they find in newspapers, magazines and on the internet.

57. **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:

Claims Evidence and Reasoning

58. **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:

The text repeatedly asks students to quickly summarize what they have read and in some cases write a small narrative about their at home research.

59. **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:

The STEM Engineering & Technology sections repeatedly compare and contrast different variables.

60. **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:

A quick project idea asks students to keep a record of tide graphs in a given area.

61. **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:

The first section of the text deals primarily with the scientific method and data collection. Students are taught how to make observations and conduct investigations. This skills is used throughout the other sections of the text.

62. **HE.6.C.1.3:** Identify environmental factors that affect personal health.

**Remarks/Examples:**

Air and water quality, availability of sidewalks, contaminated food, and road hazards.

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

Justification:

Lesson 4 (pages 712-725) discusses how environmental factors can affect the health of humans.

63. **HE.6.C.1.5:** Explain how body systems are impacted by hereditary factors and infectious agents.

**Remarks/Examples:**

Cystic fibrosis affects respiratory and a digestive system, sickle-cell anemia affects the circulatory system, and influenza affects the respiratory system.

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

Justification:

"Getting Through Security" on page 586 discusses how the body can be affected by hereditary diseases and infectious agents.

64. **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:

On page 408 (Differentiated Instruction) there is a section for English Language Learners that directs teachers to use different vocabulary strategies that can be found under the Explain tabs for each lesson.

65. **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:

On page 19 of the TE, an instruction says, "Discussion Encourage EL learners to share ideas they've learned in previous science classes. From each student's story, identify a key English word that might be useful for science class. Write the word and its definition on the board. Encourage students to write the words and their definitions in their notebooks. When all volunteers have spoken, have students discuss what they would like to learn in this science class. Each student should speak. Encourage them to use the words on the board when speaking."