Florida Department of EDUCATION

INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

Yes

Comments: This is a more traditional curriculum, but it would be very useful for a new teacher. The packing guide is set up nicely and the teacher edition is very user friendly. The student edition is engaging as well as laid out well. All of the standards are covered in an appropriate depth for 7th grade. There is also a content refresher at the beginning of each chapter for a teacher as well as a list of common misconceptions that you will need to make sure the students are aware of. Higher order questions are also listed for a teacher to use at the start of each chapter. The benchmark assessments mirror the state assessment well.

Material for Review

Course: M/J Comprehensive Science 2 (2002070)
Title: HMH Florida Science, Comprehensive Science 2 , Edition: First
Copyright: 2019
Author: DiSpezio, et al
Grade Level: 6 - 8

Content

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

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A. Alignment with 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:
All of the standards seem to be covered.

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:
7th grade appropriate

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:
Teacher edition is easy to understand and use as well as the student platform.

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:
I looked at all topics covered and the seem to be sufficient.

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:
7th grade level

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:
Grade level appropriate and all text can be read.

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:
Seems appropriate and doable.

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:
The videos and images are well made.

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:
Lots of online content

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 errors found.

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

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

Justification:
No bias found.

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:
Matches nicely

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 mistakes found.

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:
Up to date

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:
Good alignment

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:
7th grade appropriate

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:
Virtual labs are nice

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:
Makes connections with numerous disciplines

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

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
No issues found

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:
Looks good.

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:
All seem to be covered.

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:
It has an excellent teacher edition that makes note of a suggested schedule, well planned out labs with supplies needed and assessments.

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:
Very well laid out.

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:
Aligned well and laid out well.

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:
Everything had a audio option online.

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:
Seems doable with enrichment available.

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:
Lots of audio and visual options.

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:
It is very well laid out and appealing to both students and teachers.

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:
Vibrant colors and pictures. Nice visual summaries. Real life jobs readings pertaining to the topics and job boards related to the topic.

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:
Vocabulary is highlighted and explained well in student text.

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:
Areas to write in responses to the readings.

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:
Many opportunities for mini labs and graphic organizers pertaining to the material.

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:
Every text can be listened to and the visuals are appealing.

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:
Student can take notes on the digital edition for extra support.

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:
Clear topics and standards listed at the beginning of each chapter.

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:
Benchmark reviews and unit summaries at the end of each chapter. Activities to access background knowledge at the beginning of each chapter and unit.

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:
The teacher edition lays out each unit with essential questions, key topics, core content lessons, hand on inquiry, digital resources and unit projects and features.

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:
The assessment guide is helpful for pretests, quizzes, alternative assessments, benchmark assessments, unit test, and cumulative practice tests.

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:
The assessment guide is helpful for pretests, quizzes, alternative assessments, benchmark assessments, unit test, and cumulative practice tests.

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:
Offers alternative assessments as well as video to support all learners.

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:
Do the math exercises are throughout the program.

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 like this curriculum and it is especially nice to have a separate lab manual and benchmark assessment manual available.

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:
The standards is covered well.

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:
Nice visuals and explanations.

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:
The standards is covered well. Nice visuals and explanations to help explain the topics.

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:
The standards is covered well. Nice visuals and explanations to help explain the topics.

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:
The standards is covered well. Nice visuals and explanations to help exp[lain the topics. Nice search function in the student edition to help find topics that are needed. Standards are listed at the beginning of each chapter and under the corresponding unit.

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:
The standards is covered well. Nice visuals and explanations to help exp[lain the topics. Nice search function in the student edition to help find topics that are needed. Standards are listed at the beginning of each chapter and under the corresponding unit.

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:
The standards is covered well. Nice visuals and explanations to help exp[lain the topics. Nice search function in the student edition to help find topics that are needed. Standards are listed at the beginning of each chapter and under the corresponding unit. Nice coverage of the ring of fire and what happens at boundaries.

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:
The standards is covered well. Nice visuals and explanations to help explain the topics. Nice search function in the student edition to help find topics that are needed. Standards are listed at the beginning of each chapter and under the corresponding unit.brings in lots of current research.

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:
Nice coverage of fossils of similar species to show genetic variation.

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:
Nice chart to summarize natural selection and how the 4 parts work.

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:
Nice chapter comparing Punnett square and pedigrees.

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:
Nice chapter comparing Punnett square and pedigrees.

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:
Good fill in the blank diagrams for the cell cycle. Brings in a nice reading on Downs Syndrome and how it relates.

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:
Talks about Dolly and cloning. Also covers biotechnology in depth as far as how it effects individuals and society as well as the environment.

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:
Covered well and relates to the food web and food chain. Nice color visuals of food webs and how producers and consumers play a role.

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:
All of the listed relationships are covered well with applicable examples.

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:
Nice comparison chart the students fill in on limiting factors.

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:

Many opportunities to list their scientific explanations using the claim, evidence, and reasoning format.

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:
Explains and give numerous examples where students have to select repetition or replication based on which one it is.

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:
A good explanation is provided.

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:
All test variables are explained fully with examples.

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:
Does not really cover the various disciplines.

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:
Good explanation and examples.

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:
Explains a topic and uses debate as a technique for students to take a stance of a topic. It does not necessarily pertain to the standards except having the students debate with each other.

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:
Has students talk about a recent events and how new evidence has changed their ideas.

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:
Active reading section on how theories are formed and what evidence backs them up. Also covers laws in detail.

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:
Goes into depth about limitations and adapting models.

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:
Excellent coverage of waves in all aspects.

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:
Excellent coverage of light in all aspects.

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:
Nice reading called Amp it down about energy loss to a medium.

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:
Very details coverage of heat and how it can change states.

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:
Detailed explanation of it in relation of a battery and a flashlight.

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:
Quick reference to the vocabulary.

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:
Did not see much mention of going from warm to cold.

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:
Numerous opportunities to provide evidence.

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:
Summary at the end of each unit using claim, evidence, and reasoning.

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:
Numerous labs and even a lab manual.

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:
Key terms are highlighted and provides a definition of them in the text and in the glossary.

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:
Not evident.

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:
The authors purpose is to teach the students. The visuals back up the text.

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:
Numerous visuals to explain the text.

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:
Numerous research readings and video on the latest research on a topic.

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:
Lots of charts to compare a topic.

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:
Numerous claim, evidence, and reasoning writing opportunities.

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:
Numerous claim, evidence, and reasoning writing opportunities.

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:
Few large writings, just short ones.

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:
Not evident

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:
Not evident

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:
Numerous research projects for each chapter and video based projects.

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:
Numerous research projects for each chapter and video based projects.

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:
Numerous research projects for each chapter and video based projects.

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:
Numerous short writings.

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:
Numerous debate opportunities for hot topics in science like biotechnology.

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:
Numerous debate opportunities for hot topics in science like biotechnology.

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:
Numerous debate opportunities for hot topics in science like biotechnology.

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:
Numerous debate opportunities for hot topics in science like biotechnology.

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:

Numerous research projects for each chapter and video based projects.

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:
Question related to this topic in the nature of science unit. asking for a claim and evidence.

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:
None found.

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:
None found.

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:
Probability in relation to Punnet squares.

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:
ELL strategies found at the beginning of each chapter in the teacher edition.

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:
ELL strategies found at the beginning of each chapter in the teacher edition.

If you have questions contact Office of Instructional Materials, imstaff@fldoe.org or 850-245-0425