

INSTRUCTIONAL MATERIALS ADMINISTRATOR

BID 3303

Recommendation

Yes

Comments: I have been teaching Marine Science in Florida for 10 years now, and this is first textbook I've seen that I like. The biggest problem is that the previous textbooks are either too heavy on the biology of the oceans, meaning that cover the animals in far too much detail (more like a zoology course), or they don't cover the animal groups at all and focus only the physical and chemical aspects of the ocean. This book is a great compromise. Although the book could have better visual appeal, it covers the topic that are needed based on the standards, provides a great overview of all topics ocean-related, and the online resources are helpful. Although I could not teach the class using only the materials provided here, I believe that it is enough material that a first time teacher could fill an entire year of lesson plans with what is provided. I recommend it and am a little excited that next year may be the first year that I can incorporate a textbook in my classroom - most years I do not use one, because nothing sufficient has been available for use.

Material for Review

Course: Marine Science 1 (2002500)

Title: Marine Science, Florida Edition , Edition: 1

Copyright: 2018

Author: Castro

Grade Level: 9 - 12

Content

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

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- Additional information regarding the Content, Presentation, and Learning requirements are located in the Science K-12 Specifications for the 2017-18 Florida State Adoption of Instructional Materials.

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:

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

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

Justification:

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

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

Justification:

The book is very well laid out and organized.

- 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 "Feature" pages are great for short readings to further apply the material to real life.

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

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

Justification:

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

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

Justification:

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

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

Justification:

It would be difficult to get through the entire textbook in a year. However, that is how most textbooks are, and teachers can choose what to focus on most heavily based on the standards they need to cover.

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

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

Justification:

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

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

Justification:

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

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

Justification:

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

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

Justification:

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

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

Justification:

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

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

Justification:

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

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

Justification:

I would have liked to have seen some data relevant to climate change included. Possibly graphs of changes that have occurred so far. Only a few pages in the book on climate change, and we spend a lot of time in class discussing the topic.

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

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

Justification:

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

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

Justification:

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

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

Justification:

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

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

Justification:

The feature pages are great readings.

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:

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:

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

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

Justification:

Presentation

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

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

Justification:

There are a lot of useful resources, and possibly enough to get a first year teacher started without doing additional preparation, but the quality of the powerpoints wouldn't work for my classroom. I prefer to have a lot of visuals, and photos and videos are a must.

B. Alignment of Instructional Components2. B. All components of the major tool align with the curriculum and each other.

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

Justification:

C. Organization of Instructional Materials3. C. The materials are consistent and logical organization of the content for the subject area.

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

Justification:

The book is laid out in a similar structure as our district's academic plan for this course.

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:

E. Pacing of Content5. E. The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

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

Justification:

Accessibility6. The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).

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

Justification:

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 book itself is presented great, and the online materials are very helpful as well, but the power points slides would need to be improved for most teachers to prefer use of them over their own.

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:

Some of the photographs in the book are dull or don't look recent. More professional type photos would really make the pages stand out and draw attention. There are so many beautiful photos of ocean animals and ecosystems. I love showing bright, beautiful colors of fish and other marine species to really capture students' attention.

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

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

Justification:

C. Explicit Instruction3. C. The materials contain clear statements of information and outcomes.

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

Justification:

D. Guidance and Support4. D. The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.

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

Justification:

The vocabulary lists are helpful, as well as the Section REview questions.

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

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

Justification:

E. Active Participation of 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:

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:

More focus on graph analysis or data analysis of some kind would be helpful for high school level students.

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:

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

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

Justification:

G. Targeted Assessment Strategies10. G. The materials correlate assessment strategies to the desired learning outcomes.

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

Justification:

The majority of the learning activities look very useful and standard-based.

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 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:

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:

More data/graph analysis would be helpful.

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

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

Justification:

Standards

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

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

1. **SC.912.E.7.9:** Cite evidence that the ocean has had a significant influence on climate change by absorbing, storing, and moving heat, carbon, and water.

Remarks/Examples:

Explain how the oceans act as sources/sinks of heat energy, store carbon dioxide mostly as dissolved HCO_3^- and CaCO_3 as precipitate or biogenic carbonate deposits, which have an impact on climate change.

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

Justification:

Good tie-in to climate change located in the ocean circulation unit. Section review questions based on this standard.

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

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

Justification:

Short discussion on human health in the pollution chapter. Biomagnification and bioaccumulation not mentioned.

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

Remarks/Examples:

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

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

Justification:

Partially covered in the ecology unit, but to the extent that it would be covered in a biology course. Reproductive strategies are discussed.

4. **SC.912.L.17.1:** Discuss the characteristics of populations, such as number of individuals, age structure, density, and pattern of distribution.

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:

Not covered heavily, but covered.

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

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

Justification:

6. **SC.912.L.17.3:** Discuss how various oceanic and freshwater processes, such as currents, tides, and waves, affect the abundance of aquatic organisms.

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

Justification:

The effects of the physical processes of water movement on organisms is tied in through some of the 'feature' readings.

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

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

Justification:

Could be covered in more depth, with more examples.

8. **SC.912.L.17.6:** Compare and contrast the relationships among organisms, including predation, parasitism, competition, commensalism, and mutualism.

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

Justification:

Marine examples are given.

9. **SC.912.L.17.7:** Characterize the biotic and abiotic components that define freshwater systems, marine systems and terrestrial systems.

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

Justification:

Discussed throughout the text.

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

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

Justification:

Good examples given, and included in many of the featured reading pages.

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

Remarks/Examples:

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

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

Justification:

Discussed for a variety of marine ecosystems.

12. **SC.912.L.17.10:** Diagram and explain the biogeochemical cycles of an ecosystem, including water, carbon, and nitrogen cycle.

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

Justification:

The cycles are quickly mentioned but not really in any depth. Just the basic diagrams you see in any book. Not really helpful for understanding the cycles.

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

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

Justification:

14. **SC.912.L.17.16:** Discuss the large-scale environmental impacts resulting from human activity, including waste spills, oil spills, runoff, greenhouse gases, ozone depletion, and surface and groundwater pollution.

Remarks/Examples:

Integrate HE.912.C.1.3. Evaluate how environment and personal health are interrelated and, HE.912.C.1.5. Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.

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

Justification:

All are discussed throughout the text, as well as in the last chapter.

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

Remarks/Examples:

Annually assessed on Biology EOC.

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

Justification:

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

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

Remarks/Examples:

Florida Standards Connections for 6-12 Literacy in Science

For Students in Grades 9-10

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

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

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

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

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

For Students in Grades 11-12

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

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

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

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

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

Florida Standards Connections for Mathematical Practices

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

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

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

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

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

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

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

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

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

Justification:

The associated lab activities are useful for this. Some of them look very useful.

17. **SC.912.N.1.2:** Describe and explain what characterizes science and its methods.

Remarks/Examples:

Science is characterized by empirical observations, testable questions, formation of hypotheses, and experimentation that results in stable and replicable results, logical reasoning, and coherent theoretical constructs.

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

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

Justification:

Good section on scientific method, along with activities.

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

Remarks/Examples:

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

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

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

Justification:

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

Remarks/Examples:

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

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

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

Justification:

Covered by some of the activities, but not all, and not at a high enough level for Honors classes.

20. **SC.912.N.1.5:** Describe and provide examples of how similar investigations conducted in many parts of the world result in the same outcome.

Remarks/Examples:

Recognize that contributions to science can be made and have been made by people from all over the world.

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

Justification:

Features articles are international.

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

Remarks/Examples:

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

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

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

Justification:

Lacking in this area. But this is something that most teachers put together on their own anyhow.

22. **SC.912.N.1.7:** Recognize the role of creativity in constructing scientific questions, methods and explanations.

Remarks/Examples:

Work through difficult problems using creativity, and critical and analytical thinking in problem solving (e.g. convergent versus divergent thinking and creativity in problem solving).

Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them and MAFS.K12.MP.2: Reason abstractly and quantitatively.

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

Justification:

Some of the activities are strong in this area, but the textbook could use more critical thinking prompts.

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

Remarks/Examples:

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

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

Justification:

24. **SC.912.N.2.4:** Explain that scientific knowledge is both durable and robust and open to change. Scientific knowledge can change because it is often examined and re-examined by new investigations and scientific argumentation. Because of these frequent examinations, scientific knowledge becomes stronger, leading to its durability.

Remarks/Examples:

Recognize that ideas with the most durable explanatory power become established theories, but scientific explanations are continually subjected to change in the face of new evidence.

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

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

Justification:

25. **SC.912.N.2.5:** Describe instances in which scientists' varied backgrounds, talents, interests, and goals influence the inferences and thus the explanations that they make about observations of natural phenomena and describe that competing interpretations (explanations) of scientists are a strength of science as they are a source of new, testable ideas that have the potential to add new evidence to support one or another of the explanations.

Remarks/Examples:

Recognize that scientific questions, observations, and conclusions may be influenced by the existing state of scientific knowledge, the social and cultural context of the researcher, and the observer's experiences and expectations. Identify possible bias in qualitative and quantitative data analysis.

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

Justification:

Good examples throughout the text of current science.

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

Remarks/Examples:

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

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

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

27. **SC.912.N.3.5:** Describe the function of models in science, and identify the wide range of models used in science.

Remarks/Examples:

Describe how models are used by scientists to explain observations of nature.

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

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Modeling included in a couple of the activities.

28. **SC.912.N.4.1:** Explain how scientific knowledge and reasoning provide an empirically-based perspective to inform society's decision making.

Remarks/Examples:

Recognize that no single universal step-by-step scientific method captures the complexity of doing science. A number of shared values and perspectives characterize a scientific approach.

MAFS.K12.MP.1: Make sense of problems and persevere in solving them, and MAFS.K12.MP.2: Reason abstractly and quantitatively.

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

29. **SC.912.N.4.2:** Weigh the merits of alternative strategies for solving a specific societal problem by comparing a number of different costs and benefits, such as human, economic, and environmental.

Remarks/Examples:

Identify examples of technologies, objects, and processes that have been modified to advance society, and explain why and how they were modified. Discuss ethics in scientific research to advance society (e.g. global climate change, historical development of medicine and medical practices).

Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them, and MAFS.K12.MP.2: Reason abstractly and quantitatively.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Good coverage of this with discussion on both fisheries and climate change.

30. **SC.912.P.10.2:** Explore the Law of Conservation of Energy by differentiating among open, closed, and isolated systems and explain that the total energy in an isolated system is a conserved quantity.

Remarks/Examples:

Use calorimetry to illustrate conservation of energy. Differentiate between the different types of systems and solve problems involving conservation of energy in simple systems (Physics). Explain how conservation of energy is important in chemical reactions with bond formation and bond breaking (Chemistry).

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

31. **SC.912.P.10.20:** Describe the measurable properties of waves and explain the relationships among them and how these properties change when the wave moves from one medium to another.

Remarks/Examples:

Describe the measurable properties of waves (velocity, frequency, wavelength, amplitude, period, reflection and refraction) and explain the

relationships among them. Recognize that the source of all waves is a vibration and waves carry energy from one place to another. Distinguish between transverse and longitudinal waves in mechanical media, such as springs and ropes, and on the earth (seismic waves). Describe sound as a longitudinal wave whose speed depends on the properties of the medium in which it propagates.

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

Justification:

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

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

Justification:

Not sure.

33. **LAFS.1112.RST.1.2:** Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

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

Justification:

Teachers can easily make use of the featured readings to create lessons that align to this standard.

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

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

Justification:

Lab activities great for reinforcing all of these.

35. **LAFS.1112.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 11–12 texts and topics.

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

Justification:

36. **LAFS.1112.RST.2.5:** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

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

Justification:

Students are able to utilize an outline feature for each chapter online.

37. **LAFS.1112.RST.2.6:** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

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

Justification:

Teachers can easily make use of the featured readings to create lessons that align to this standard.

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

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

Justification:

This is not something that the text itself does, but all of the resources available make it easy for teacher to create a lesson that aligns with this.

39. **LAFS.1112.RST.3.8:** Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

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

Justification:

Some of the featured readings may be useful for this, but not many. Outside resources would be needed by the teacher.

40. **LAFS.1112.RST.3.9:** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

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

Justification:

Lab activities align with this, if presented along with outside resources as well.

41. **LAFS.1112.RST.4.10:** By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.

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

Justification:

The text is on grade level. Not too technical, but not too simple.

42. **LAFS.1112.SL.1.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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

Justification:

Nothing in the text specifically allows for this, but the featured articles could be good prompts for initiating classroom activities that align with this.

43. **LAFS.1112.SL.1.2:** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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

Justification:

44. **LAFS.1112.SL.1.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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

Justification:

The featured readings.

45. **LAFS.1112.SL.2.4:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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

Justification:

46. **LAFS.1112.SL.2.5:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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

Justification:

47. **LAFS.1112.WHST.1.1:** Write arguments focused on discipline-specific content.

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

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

Justification:

Nothing in the text specifically allows for this, but the featured articles could be good prompts for initiating classroom writing assignments that align with this.

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

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

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

Justification:

Nothing in the text specifically allows for this, but the featured articles could be good prompts for initiating classroom writing assignments that align with this.

49. **LAFS.1112.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:

The text does not provide this directly, but presents topics that could be used to prompt writing activities to be assigned that align with grade-level standards.

50. **LAFS.1112.WHST.2.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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

Justification:

The text does not provide this directly, but presents topics that could be used to prompt writing activities to be assigned that align with grade-level standards.

51. **LAFS.1112.WHST.2.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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

Justification:

The text does not provide this directly, but presents topics that could be used to prompt computer-based activities to be assigned that align with grade-level standards.

52. **LAFS.1112.WHST.3.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

Justification:

The text does not provide this directly, but presents topics that could be used to prompt writing activities to be assigned that align with grade-level standards.

53. **LAFS.1112.WHST.3.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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

Justification:

The text does not provide this directly, but presents topics that could be used to prompt writing activities to be assigned that align with grade-level standards.

54. **LAFS.1112.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:

The text does not provide this directly, but presents topics that could be used to prompt writing activities to be assigned that align with grade-level standards.

55. **LAFS.1112.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 summary and chapter review sections allow for this.

56. **MAFS.912.F-IF.2.4:** For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

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

Justification:

Lab activities allow for some alignment of math standards, but likely of a lower grade level.

57. **MAFS.912.F-IF.3.7:** Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

- Graph linear and quadratic functions and show intercepts, maxima, and minima.
- Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
- Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
- Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.
- Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude, and using phase shift.

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

Justification:

Lab activities allow for some alignment of math standards, but likely of a lower grade level.

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

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

Justification:

Lab activities allow for some alignment of math standards, but likely of a lower grade level.

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

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

Justification:

Lab activities allow for some alignment of math standards, but likely of a lower grade level.

60. **MAFS.912.S-ID.1.1:** Represent data with plots on the real number line (dot plots, histograms, and box plots).

Remarks/Examples:

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

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

Justification:

Lab activities allow for some alignment of math standards, but likely of a lower grade level.

61. **MAFS.912.S-ID.1.2:** Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Remarks/Examples:

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

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

Justification:

Lab activities allow for some alignment of math standards, but likely of a lower grade level.

62. **MAFS.912.S-ID.1.3:** Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

Remarks/Examples:

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

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

Justification:

Lab activities allow for some alignment of math standards, but likely of a lower grade level.

63. **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:

64. **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: