

INSTRUCTIONAL MATERIALS ADMINISTRATOR

BID 3343

Recommendation

Yes

Comments: Content is high interest and very engaging although presentation is wanting as curriculum is weighted heavily toward one to one access with authors recommendation of three days per week average. Although the addressing of standards requires extensive content area expertise by facilitator to assure mastery, the creativity and rigor of the lessons warrants consideration for adoption.

Material for Review

Course: M/J Comprehensive Science 1 (2002040)

Title: Amplify Science: Florida Edition - Comprehensive Science 1 , Edition: 2018 Florida Edition

Copyright: 2016

Author: Lawrence Hall of Science

Grade Level: 6 - 8

Content

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

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A. Alignment with curriculum 1. A. The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.

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

Justification:

Lesson brief provided access to standards and benchmarks all of which are present in content.

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:

Content vacillates between complex and basic levels as necessary for standards.

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:

Technology access may limit some activities to whole class although it is clear most are designed for individual or a small group dynamic. Teacher skillset will determine adaptability.

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:

Materials are designed for depth of study or introductory incentive to learning as different junctures of the lesson progression.

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:

Complexity is aligned with standard demands.

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:

Scientific explorations and SIMS such as metabolism will require much oversight and teacher background knowledge for full effect.

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:

Time constraints are very tight with teacher encouragement not to deviate from generalized discussions while students at this age may need more time to process than is anticipated in the pacing.

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:

Articles that may be downloaded and printed are written by and credited to the publisher in general with only sources of images cited.

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:

Image selection and sourcing are highly supportive although few are labeled with enough detail to offer other than casual interest.

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:

No obvious errors observed

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

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

Justification:

All material reviewed is free from bias

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:

The materials represent current scientific practices and understanding.

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 misconceptions identified

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:

Current scientific concepts and cutting edge research is evident throughout.

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:

Content is timely and matched curriculum needs appropriately

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:

Content is of high interest to intended audience

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:

Real world and pertinent critical science topics are included.

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:

Element of varied subject content are interspersed within science content.

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:

Exceptional effort has been made to represent the diversity of the human experience.

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:

Images are well selected and reflect respect, and compassion.

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:

Florida benchmarks and standards are well addressed

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:

Bridging may be necessary for students to fully understanding the concept of scale within microbe unit.

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:

The variety of approaches will appeal to students and provide interest while maintaining a degree of flow of instruction.

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:

Materials are consistent in technological access but may take some PD or trial and error on the instructors part to access and present.

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:

Narratives attached to albeit high interest images are limited in scope requiring extensive instructor study and direction for full impact.

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:

Pacing appears impractically fast and especially challenging for schools with limited technology access.

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:

No assurances in UDL that the technology has accessibility support for students with special needs.

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:

Material require 2-3 day per week access to tablets or similar technology severely limits the use of the resource by schools with even modest budget constraints.

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:

Digital simulations are sure to engage even reluctant learners.

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:

The quality and quantity of learning goals is well met.

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:

Although expectation are established for educators, students may need support to convey learning goals.

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:

While the media is predominantly user friendly, some demonstrations like the digestive model involve investigation that may require additional teacher scaffolding.

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:

Learning styles are addressed but not within every learning opportunity.

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:

Most materials are not hands on but tablet driven, thus kinesthetic learning is very limited.

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:

The activities are very creative extensions of rather innovative interpretations of content materials.

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:

Well established best practices are evident.

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:

As there is heavy technology demand, digital interaction and videos have replaced many hands on learning strategies.

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:

Formal and informal assessments are ties to outcomes.

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:

Assessments are primarily multiple choice. Although writing is encouraged, support for evaluation of writing elements could be improved.

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:

Students who do not interact well with technology may have difficulty becoming engaged with a tablet. Differentiation through hands on materials and manipulative and kinesthetic learning will demand extensive prep time.

Mathematical Practice13. Do you observe the appropriate application of Mathematical Practices (MP) as applicable?

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

Justification:

Math practice is included.

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:

Learning requirements demand engaged learners of every skill level and every learning style. This submission, while appealing to technological natives, will require bridging to meet the needs of all students in many settings.

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

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

Justification:

Standard appears overlooked.

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

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

Justification:

Standard appears overlooked.

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

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

Justification:

Standard is addressed in context of weather and climate.

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

Remarks/Examples:

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

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

Justification:

The water cycle is marginally discussed in context.

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

Remarks/Examples:

Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically MAFS.K12.MP.6: Attend to precision and, MAFS.K12.MP.7: Look for and make use of structure.

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

Justification:

Global patterns are detailed through El Nino phenomenon.

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

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

Justification:

While elements of the troposphere are well offered, interactions and explicit teaching of Earth's other spheres appears overlooked.

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

Remarks/Examples:

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

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

Justification:

Global patterns of air and water movement are well addressed.

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

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

Justification:

Standard is thoroughly addressed.

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

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

Justification:

Florida perspective is limited.

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

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

Justification:

Global perspective incorporates few element of self-care.

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

Remarks/Examples:

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

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

Justification:

Standard has marginal alignment.

12. **SC.6.L.14.1:** Describe and identify patterns in the hierarchical organization of organisms from atoms to molecules and cells to tissues to organs to organ systems to organisms.

Remarks/Examples:

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

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

Justification:

One question offered in warm-up activity.

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

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

Justification:

Hierarchy of organization is only eluded to. "We know that..."

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

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

Justification:

Digestive simulation engages this standard effectively.

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

Remarks/Examples:

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

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

Justification:

Standard appears overlooked.

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

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

Justification:

Few of the organ systems are addressed.

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

Remarks/Examples:

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

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

Justification:

Infectious agents are well addressed, hereditary elements are limited

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

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

Justification:

Classification systems are missing from this offering

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

Remarks/Examples:

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

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

Justification:

Argumentation involved primary and secondary data although hands on investigation is minimal.

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

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

Justification:

Standard is well addressed

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

Remarks/Examples:

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

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

Justification:

Does not appear to be addressed

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

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

Justification:

Student discussions are encourages throughout.

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

Remarks/Examples:

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

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

Justification:

Standard is addressed

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

Remarks/Examples:

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

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

Justification:

The distinction is not clearly evident

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

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

Justification:

Advancements in science presented support this standard

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

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

Justification:

Scientist actors and examples represent varying walks of life.

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

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

Justification:

The use and application of "theory" in scientific and casual context is scant.

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

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

Justification:

Scientific laws are mentioned in listed standards but appear otherwise overlooked.

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

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

Justification:

Scientific laws are not included even in force and motion a likely placement.

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

Remarks/Examples:

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

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

Justification:

Standard appears limited

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

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

Justification:

Law of Conservation of Energy, potential, and kinetic energy are not mentioned using these terms.

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

Remarks/Examples:

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

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

Justification:

Some Sim application allows for interpretation.

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

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

Justification:

Some Sim application allows for interpretation.

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

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

Justification:

Magnetism unit explores these topics to a sufficient degree.

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

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

Justification:

Investigation included motion, cause and effect though the term "unbalanced forces" is negligible.

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

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

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

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

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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

Justification:

Extensive student collaboration observed.

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

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

Justification:

Students are provided varying opportunities to address this standard.

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

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

Justification:

Students use videos to provide evidence for arguments.

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

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

Justification:

Students are encourage to dialogue claims and evidence

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

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

Justification:

Multimedia components are the basis of this offering

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

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

Justification:

Students are encouraged to cite evidence,

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

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

Justification:

While writing is encouraged, elements of the writing process appear limited.

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

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

Justification:

Students are encourage to work in a methodical manner.

44. **LAFS.68.RST.2.4:** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

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

Justification:

Vocabulary included not only science concepts but also allied jargon necessary to communicate scientific ideas.

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

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

Justification:

Author's craft is not explicitly taught

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

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

Justification:

Author's craft is not explicitly taught

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

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

Justification:

Students are encouraged to derive numerical data from text and other media.

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

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

Justification:

Scrutiny of evidence quality is minimal. Articles are author created and source base is therefore limited.

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

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

Justification:

Standard is well presented.

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

- 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.
- Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- 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:

Argumentative writing is incorporated to varying degrees.

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

- 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.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style and objective tone.
- 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:

Writing expectations occur throughout.

52. **LAFS.68.WHST.2.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

Justification:

Standard is thoroughly addressed.

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

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

Justification:

Standard is thoroughly addressed.

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

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

Justification:

Standard is thoroughly addressed.

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

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

Justification:

Students utilize in curriculum,um resources with little external emphasis.

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

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

Justification:

Standard is thoroughly addressed.

57. **LAFS.68.WHST.3.9:** Draw evidence from informational texts to support analysis reflection, and research.

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

Justification:

Standard is thoroughly addressed.

58. **LAFS.68.WHST.4.10:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Justification:

Standard is thoroughly addressed.

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

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

Justification:

Cause and effect within investigations is evident.

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

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

Justification:

Numerical data collection is based on second hand data.

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

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

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

Justification:

Secondhand data is analyzed..

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

Remarks/Examples:

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

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

Justification:

Environmental impact is evident on a local and global scale.

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

Remarks/Examples:

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

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

Justification:

External vectors are predominant in the understanding of disease.

64. **ELD.K12.ELL.SC.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

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

Justification:

All students are encourage communicate freely, glossaries are provided in many languages.

65. **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

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

Justification:

All students are encourage to engage in robust discussion with peers.