Bid 3402

INSTRUCTIONAL MATERIALS ADMINISTRATOR

Recommendation

Yes

Comments: As a science teacher that has technology readily available such a student chromebooks, this would be excellent. My only concern is if this has a consumable text and if would be as good as the online platform. I like how it is organized by standard and is easy to follow.

Material for Review

Course: M/J Comprehensive Science 1 (2002040)
Title: STEMscopes Florida 2.0 - 6th Grade , Edition: 1
Copyright: 2017
Author: Jarrett Reid Whitaker
Grade Level: 6 - 8

Content

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.
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5 - VERY GOOD ALIGNMENT
4 - GOOD ALIGNMENT
3 - FAIR ALIGNMENT
2 - POOR ALIGNMENT
1 - VERY POOR/NO ALIGNMENT

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Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

A. Alignment with curriculum1. A. The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
This seems very appropriate for 6th grade and is a different set up that teacher have used previously, but I like it.

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:
2 lexile levels are available for teh content reading and it is set up by numbered paragraphs.

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:
Great online platform, but I want to know about a consumable option.

B. Level of Treatment4. B. The materials provide sufficient details for students to understand the significance of topics and events.

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
The various topics seem to be covered in depth and there are labs attached to each unit. The graphic organizers are also very useful.

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

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
The alignment seems well and arranged by standard so you can easily know what is being taught during that lesson. It also includes a like to the item specifications on each standard

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:
Very appropriate for 6th, but one reference to Romeo and Juliet may not be appropriate.

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:
The alignment with the suggested seems appropriate and you can easily add more of the options if needed.

C. Expertise for Content Development8. C. The primary and secondary sources cited in the materials reflect expert information for the subject.

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
The alignment with the suggested seems appropriate and you can easily add more of the Only the explore student materials has sources at the bottom linked to reliable biology websites with references

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:
The alignment with the suggested seems appropriate and you can easily add more of the Only the explore student materials has sources at the bottom linked to reliable biology websites with references

D. Accuracy of Content10. D. The content is presented accurately. (Material should be devoid of typographical or visual errors).

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
I did not see any errors.

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

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
I did not see any bias or contradictions. Nothing I saw would be considered inflammatory.

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:
Theories are presented appropriately and are in the lessons. Example - Cell theory.

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:
I did not find any errors.

E. Currency of Content14. E. The content is up-to-date according to current research and standards of practice.

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
The lesson on natural disasters does touch on hurricanes since that is a major catastrophic event in Florida.

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:
6th grade level

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:
2 lexile levels available.

F. Authenticity of Content17. F. The content includes connections to life in a context that is meaningful to students.

( ) VERY GOOD ALIGNMENT (●) **GOOD ALIGNMENT** ( ) FAIR ALIGNMENT ( ) POOR ALIGNMENT ( ) VERY POOR/NO ALIGNMENT
Justification:
Related to Florida when applicable. The Romeo Juliet reference may not be age appropriate.

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:
Math connections and writing connections.

G. Multicultural Representation19. G. The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).

(●) **VERY GOOD ALIGNMENT** ( ) GOOD ALIGNMENT ( ) FAIR ALIGNMENT ( ) POOR ALIGNMENT ( ) VERY POOR/NO ALIGNMENT
Justification:
Neutral and unbiased.

H. Humanity and Compassion20. H. The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).

(●) **VERY GOOD ALIGNMENT** ( ) GOOD ALIGNMENT ( ) FAIR ALIGNMENT ( ) POOR ALIGNMENT ( ) VERY POOR/NO ALIGNMENT
Justification:
All seems appropriate

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:
Just wish there were more diagrams and pictures for each lesson.

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:
All of the 5E's are in the lesson as well as a well laid out teacher background and instruction section that is set up to be read easily like a graphic organizer.

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 curriculum is set up by standards and details out what will be covered and then it gives you suggestions as to how to present and assign the content.

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:
This set up is different than what we have used previously, but I really like this online platform.

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:
There are 2 lexile levels for each reading and it has intervention and advancement options.

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:
There is a graphic organizer in the teach section that suggests how many hours and days to spend on each section. IT also suggests how to incorporate the various writing and enrichment activities into your time frame.

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:
It could be used as a multi-tier system due to the various lexile reading options, language selection, print or online materials, intervention and enrichment.

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:
This is a very user friendly online platform and could easily be used for a new teacher. I am not sure if it has a consumable available, but I like this platform and set up around the 5E's.

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:
The students will enjoy the videos and graphic organizers. The text is also separated by paragraph and numbered.

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 content is straight to the point without all of the normal textbook fluff.

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:
Clear expectations and explanations for teachers to understand the background and the content.

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:
Critical thinking questions are right after each text as well as games to help them learn the content and vocabulary.

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:
Graphic organizers, videos, numbered texts, 2 lexile texts, intervention and acceleration.

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:
It seems very simplistic, but the accelerated options could help those that may be bored.

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:
I am not sure of the actual map as to what should be taught first.

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:
Graphic organizers, 5E lessons, intervention, acceleration, assessment, critical thinking writing, labs, and review games included.

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:
Graphic organizers, 5E lessons, intervention, acceleration, assessment, critical thinking writing, labs, and review games included.

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:
Review games, multiple choice, open ended, writing, claim, evidence, and reasoning options.

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:
Graphic organizers, 5E lessons, intervention, acceleration, assessment, critical thinking writing, labs, and review games included.

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:
Graphic organizers, 5E lessons, intervention, acceleration, assessment, critical thinking writing, labs, and review games included. UDL addressed as well as ELL.

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:
Used word problem situations for them to solve math problems related to science content.

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.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:
STEMscopedia is where you have to go to find the key words with their explanations.

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:
STEMscopedia is where you have to go to find the key words with their explanations. Related to Florida.

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

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
STEMscopedia is where you have to go to find the key words with their explanations.

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:
In cell theory and infectious agents. Nothing in cycling of water lesson.

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

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

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ◉ **POOR ALIGNMENT** ○ VERY POOR/NO ALIGNMENT
Justification:
The MP5 math standard is not in the 6th grade curriculum at all.

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:
STEMscopedia is where you have to go to find the key words with their explanations.

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:
Math standards is not in the 6th curriculum at all.

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:
STEMscopedia is where you have to go to find the key words with their explanations.

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:
Hurricanes, tornadoes, wildfires are mentioned pertaining to Florida. Even has a chart as to what to do for each.

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:
Good Florida sunscreen reading in STEMscopedia.

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:
Math standards in included in 7.7. & 7.8 on natural disasters.

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:
In cell theory and infectious agents

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:
All components of the cell theory are included.

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:
All components are included.

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:
In cell theory and infectious agents

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:
All systems included and their interactions.

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:
Standards not listed in curriculum.

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:
All covered in STEMscopedia

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:
LA standard not at all in 6th curriculum

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:
This standard is interwoven and in the teacher toolbox for secondary. NOS is not taught by itself, it is interwoven.

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:
This standard is interwoven and in the teacher toolbox for secondary. NOS is not taught by itself, it is interwoven.

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:
This standard is interwoven and in the teacher toolbox for secondary. NOS is not taught by itself, it is interwoven.

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:
LA standards not included. This standard is interwoven and in the teacher toolbox for secondary. NOS is not taught by itself, it is interwoven.

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

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

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
This standard is interwoven and in the teacher toolbox for secondary. NOS is not taught by itself, it is interwoven.

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:
This standard is interwoven and in the teacher toolbox for secondary. NOS is not taught by itself, it is interwoven.

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:
This standard is interwoven and in the teacher toolbox for secondary. NOS is not taught by itself, it is interwoven.

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

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
This standard is interwoven and in the teacher toolbox for secondary. NOS is not taught by itself, it is interwoven.

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:
This standard is interwoven and in the teacher toolbox for secondary. NOS is not taught by itself, it is interwoven.

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:
This standard is interwoven and in the teacher toolbox for secondary. NOS is not taught by itself, it is interwoven.

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:
This standard is interwoven and in the teacher toolbox for secondary. NOS is not taught by itself, it is interwoven.

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:
STEMscopedia is where you have to go to find the key words with their explanations.

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:
Graphs under the math connection for this standards. Uses a real life words problem.

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:
STEMscopedia is where you have to go to find the key words with their explanations.

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:
STEMscopedia is where you have to go to find the key words with their explanations.

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:
STEMscopedia is where you have to go to find the key words with their explanations.

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:
I did find an inner and outer circle activity listed as an ELL strategy.

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:
Vague in Earth's system interactions.

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:
STEMscopedia under influences on weather.

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:
Linking literacy under landforms.

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:
Stemscopedia under earth's systems interaction.

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:
In the Argue writing portion they do address this standard.

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:
Heat transfer stemscopedia

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:
Done in numerous places in the lessons.

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:

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:

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:

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:

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:

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:

50. **LAFS.68.WHST.1.1:** Write arguments focused on discipline-specific content.
a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented.

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Done in the Argue writing components.

51. **LAFS.68.WHST.1.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style and objective tone.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Done in the Argue writing components.

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

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

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

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Done in the Argue writing components.

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:
Done in the Argue writing components.

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:
Graphing motion lesson.

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:
In cell theory

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:
Water cycle & weather stemscopedia

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:

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:
TThere are a few graphic activities in various lessons.

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:
Done in math connections

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

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

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

Justification:
Covered in homeostasis.

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:
Covered in homeostasis a little.

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:
In a group activity.

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:
ELL strategies in each lesson.

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

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

Justification:
ELL strategies in each lesson.