

Bid 3403

## INSTRUCTIONAL MATERIALS ADMINISTRATOR

### Recommendation

Yes

**Comments:** I really enjoyed reviewing Scopes. The contents was well organized for both student and teacher. All lessons are aligned with the Florida standards. The content seems like it will be interesting to students.

### Material for Review

**Course:** M/J Comprehensive Science 2 (2002070)

**Title:** STEMscopes Florida 2.0 - 7th 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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- 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:

Every Florida science standard at this grade level (as well as many math and LA standards) are aligned with these scopes.

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 is written at the 7th grade level, with remediation lessons as well as advanced lessons.

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:

Suggestions for adaptations are given in many cases.

**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 material is detailed enough, but does not seem to have any 'fluff.'

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:

Good content at this grade level.

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

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

Justification:

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:

Suggested time frames of each lesson are included.

**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:

Readings and other secondary sources are aligned with the subject matter.

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:

These sources give students a 'real world' view of the subject matter.

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

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

Justification:

I did not see any typographical or factual 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 contradictions in the content.

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 content represented the subject matter well.

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 see any factual mistakes.

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

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

Justification:

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 aligns well with the curriculum, standards and benchmarks.

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

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

Justification:

I feel this age level student will be interested in the content presented here.

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

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

Justification:

There are several 'real world' connections.

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:

Several reading, writing and mathematical activities are included in each scope.

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

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

Justification:

I did not see any unfair or biased portrayals.

**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:

No organism portrayal was disturbing. There was no pornography.

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:

The resources available for the teacher to use are extensive.

**B. Alignment of Instructional Components**2. B. All components of the major tool align with the curriculum and each other.

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

Justification:

Curriculum is well aligned with all the tools.

**C. Organization of Instructional Materials**3. C. The materials are consistent and logical organization of the content for the subject area.

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

Justification:

Each section (earth science, life science, etc) are well organized and easy for the teacher to access.

**D. Readability of Instructional Materials**4. D. Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

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

Justification:

The materials are engaging for students. There is not a lot of "fluff."

**E. Pacing of Content**5. E. The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

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

Justification:

The content is not to extensive. I feel students will not be overwhelmed.

**Accessibility**6. The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).

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

Justification:

Each section contained material that is editable. It also contains lessons for differentiation in low and high students.

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:

Very well. The content is easy to access and easy to understand.

## Learning

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**A. Motivational Strategies**1. A. Instructional materials include features to maintain learner motivation.

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

Justification:

Materials seem like they will be interesting to students, thus keeping their 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:

I like how concepts are in different sections (they call them scopes.) For example, biotechnology and reproduction can be taught together, but they are taught in different sections.

**C. Explicit Instruction**3. C. The materials contain clear statements of information and outcomes.

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

Justification:

Instructions and materials are easy to understand and clear in their expectations.

**D. Guidance and Support**4. D. The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.

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

Justification:

Materials guide students through the topics without overloading the students.

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:

Each scope has a section for intervention and acceleration. The Teachr Toolbox also has an interventions section for students with different learning styles.

**E. Active Participation of Students**6. E. The materials engage the physical and mental activity of students during the learning process.

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

Justification:

All activities are relevant to the subject matter. There wasn't any 'fluff.'

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 feel the materials included (worksheets, vocabulary, etc.) were relevant to the content, goals and objectives. They logically align with the lessons and content.

**F. Targeted Instructional Strategies**8. F. Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

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

Justification:

The 5E model is used in all Scopes; very effective.

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

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

Justification:

**G. Targeted Assessment Strategies**10. G. The materials correlate assessment strategies to the desired learning outcomes.

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

Justification:

11. G. the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.

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

Justification:

In the Evaluate sections, the assessments aligned to the standards and objectives.

**Universal Design for Learning**12. This submission incorporates strategies, materials, activities, etc., that consider the needs of all students.

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

Justification:

Not all lessons are the same. They address different learning styles and student types.

**Mathematical Practice** 13. Do you observe the appropriate application of Mathematical Practices (MP) as applicable?

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

Justification:

I really enjoyed reading in every scope a lesson incorporating mathematical practices.

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

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

Justification:

I feel this submission covers the Florida standards very well. The lessons and activities are well aligned to the standards. They seem fitting for this age student also.

## Standards

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When looking at standards alignment reviewers should consider not only the robustness of the standard coverage but also the content complexity (depth of knowledge level) if appropriate. More information on content complexity as it relates to Florida standards can be found at:

[http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS\\_ccdefinitions\\_140711.pdf](http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS_ccdefinitions_140711.pdf)

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

1. **SC.7.E.6.1:** Describe the layers of the solid Earth, including the lithosphere, the hot convecting mantle, and the dense metallic liquid and solid cores.

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

Justification:

Lessons include hands on representations of the Earth's layers and the thickness of the layers.

2. **SC.7.E.6.2:** Identify the patterns within the rock cycle and relate them to surface events (weathering and erosion) and sub-surface events (plate tectonics and mountain building).

### Remarks/Examples:

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

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

Justification:

In the section, "Rock Cycle," the content and activities go in depth in preparing the students to identify patterns (surface and subsurface) of the rock cycle.

3. **SC.7.E.6.3:** Identify current methods for measuring the age of Earth and its parts, including the law of superposition and radioactive dating.

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

Justification:

The text discusses Wegener's theories on plate tectonics as well as using different methods to infer the age of rocks. The Law of Superposition is discussed also.

4. **SC.7.E.6.4:** Explain and give examples of how physical evidence supports scientific theories that Earth has evolved over geologic time due to natural processes.

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

Justification:

Physical evidences, such as fossil records, climate changes and th continents looking like "puzzle pieces" are taught.

5. **SC.7.E.6.5:** Explore the scientific theory of plate tectonics by describing how the movement of Earth's crustal plates causes both slow and rapid changes in Earth's surface, including volcanic eruptions, earthquakes, and mountain building.

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

Justification:

Forces within the Earth are shown and discussed. The text tells and shows students how the crust moves slow and fast in some cases due to forces such as volcanoes, earthquakes and convection currents.

6. **SC.7.E.6.6:** Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water.

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

Justification:

Very good representations of how convection currents within the mantle moves the crust, causing earthquakes, volcanic eruptions and mountain building.

7. **SC.7.E.6.7:** Recognize that heat flow and movement of material within Earth causes earthquakes and volcanic eruptions, and creates mountains and ocean basins.

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

Justification:

Lessons explain how convection currents cause Earth changing events above and below the Earth's surface.

8. **SC.7.L.15.1:** Recognize that fossil evidence is consistent with the scientific theory of evolution that living things evolved from earlier species.

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

Justification:

Lessons show how living things have adapted over the years.

9. **SC.7.L.15.2:** Explore the scientific theory of evolution by recognizing and explaining ways in which genetic variation and environmental factors contribute to evolution by natural selection and diversity of organisms.

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

Justification:

Lessons show how natural selection creates variations among organisms.

10. **SC.7.L.15.3:** Explore the scientific theory of evolution by relating how the inability of a species to adapt within a changing environment may contribute to the extinction of that species.

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

Justification:

The text and lessons discuss how adaptation and change in an organism can help it to survive. An organism that does not adapt faces possible extinction.

11. **SC.7.L.16.1:** Understand and explain that every organism requires a set of instructions that specifies its traits, that this hereditary information (DNA) contains genes located in the chromosomes of each cell, and that heredity is the passage of these instructions from one generation to another.

**Remarks/Examples:**

Integrate HE.7.C.1.4. Describe how heredity can affect personal health.

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

Justification:

The text goes in depth into how heredity affects health, especially in the area of hereditary diseases.

12. **SC.7.L.16.2:** Determine the probabilities for genotype and phenotype combinations using Punnett Squares and pedigrees.

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

Justification:

The text discusses and has students use Punnett Squares, which tell us about the probability of a genotype and/or phenotype appearing in the next generation.

13. **SC.7.L.16.3:** Compare and contrast the general processes of sexual reproduction requiring meiosis and asexual reproduction requiring mitosis.

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

Justification:

There are lessons that compare and contrast the processes, advantages and disadvantages of sexual and asexual reproduction.

14. **SC.7.L.16.4:** Recognize and explore the impact of biotechnology (cloning, genetic engineering, artificial selection) on the individual, society and the environment.

**Remarks/Examples:**

Integrate HE.7.C.1.4. Describe how heredity can affect personal health.

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

Justification:

I did see an activity on heredity in society in the lesson Project Based Learning — Bees for Rent. I feel there should be more lessons and activities on this.

15. **SC.7.L.17.1:** Explain and illustrate the roles of and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.

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

Justification:

There are several lessons and activities discussing the roles and relationships among organisms in a food web.

16. **SC.7.L.17.2:** Compare and contrast the relationships among organisms such as mutualism, predation, parasitism, competition, and commensalism.

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

Justification:

In the Relationships Between Organisms Topic Life Science Grade Seventh Grade Standards section, there are several lessons and activities that deal with types of symbiotic relationships.

17. **SC.7.L.17.3:** Describe and investigate various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites.

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

Justification:

Lessons are thorough in teaching how limiting factors can affect populations of organisms.

18. **SC.7.N.1.1:** Define a problem from the seventh grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

**Remarks/Examples:**

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

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

Justification:

All of the sections have students use the scientific method in at least a few lessons. Also, the Teacher Toolbox: Secondary has resources for teachers to teach the method.

19. **SC.7.N.1.2:** Differentiate replication (by others) from repetition (multiple trials).

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

Justification:

The Teacher Toolbox: Secondary has a good lesson called 'Nature of Science-Try It Out' that specifically teaches the similarities and differences between repetition and replication.

20. **SC.7.N.1.3:** Distinguish between an experiment (which must involve the identification and control of variables) and other forms of scientific investigation and explain that not all scientific knowledge is derived from experimentation.

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

Justification:

The Teacher Toolbox: Secondary has a good lesson called 'Try It Out! Plan and Implement Investigations' that specifically teaches the about types of scientific investigations.

21. **SC.7.N.1.4:** Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment.

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

Justification:

The Teacher Toolbox: Secondary has a good lesson called 'Nature of Science-Try It Out' that specifically teaches the similarities and differences between dependent and independent variables.

22. **SC.7.N.1.5:** Describe the methods used in the pursuit of a scientific explanation as seen in different fields of science such as biology, geology, and physics.

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

Justification:

The Teacher Toolbox: Secondary has a good lesson called 'Nature of Science-Try It Out' that specifically teaches the similarities and differences between different fields of science.

23. **SC.7.N.1.6:** Explain that empirical evidence is the cumulative body of observations of a natural phenomenon on which scientific explanations are based.

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

Justification:

The Teacher Toolbox: Secondary has a good lesson called 'Nature of Science-Try It Out' that specifically teaches empirical evidence and how it relates to scientific explanations.

24. **SC.7.N.1.7:** Explain that scientific knowledge is the result of a great deal of debate and confirmation within the science community.

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

Justification:

The Teacher Toolbox: Secondary has a good lesson called 'Nature of Science-Try It Out' that specifically teaches that scientific knowledge is a result of communications among the scientific communities.

25. **SC.7.N.2.1:** Identify an instance from the history of science in which scientific knowledge has changed when new evidence or new interpretations are encountered.

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

Justification:

The Teacher Toolbox: Secondary has a good lesson called 'Nature of Science-Try It Out History of Science' that specifically addresses that scientific knowledge changes over time as new evidences and interpretations are encountered.

26. **SC.7.N.3.1:** Recognize and explain the difference between theories and laws and give several examples of scientific theories and the evidence that supports them.

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

Justification:

The Teacher Toolbox: Secondary has a good lesson called 'Nature of Science-Try It Out' that specifically teaches the the similarities and differences between theories and laws.

27. **SC.7.N.3.2:** Identify the benefits and limitations of the use of scientific models. Thus, the use of the term theory in science is very different than how it is used in everyday life.

**Remarks/Examples:**

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

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

Justification:

The Teacher Toolbox: Secondary has a good lesson called 'Nature of Science-Try It Out' that specifically teaches the how models are used in science, and the benefits and limitations of models.

28. **SC.7.P.10.1:** Illustrate that the sun's energy arrives as radiation with a wide range of wavelengths, including infrared, visible, and ultraviolet, and that white light is made up of a spectrum of many different colors.

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

Justification:

There is a hands on lesson entitled "Next Step Inquiry Teacher Instructions" that allows students to investigate different parts of visible light (UV, infrared, etc.)

29. **SC.7.P.10.2:** Observe and explain that light can be reflected, refracted, and/or absorbed.

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

Justification:

Students are given ample opportunities to explore how light reflects, refracts and is absorbed.

30. **SC.7.P.10.3:** Recognize that light waves, sound waves, and other waves move at different speeds in different materials.

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

Justification:

Lessons and activities allow students to discover how different waves (sound, EM, etc.) move at different speeds through different materials.

31. **SC.7.P.11.1:** Recognize that adding heat to or removing heat from a system may result in a temperature change and possibly a change of state.

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

Justification:

Activities and lessons discuss how adding or removing thermal energy can cause a change in state.

32. **SC.7.P.11.2:** Investigate and describe the transformation of energy from one form to another.

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

Justification:

The lessons discuss that although energy is neither created nor destroyed, it can be changed into different forms.

33. **SC.7.P.11.3:** Cite evidence to explain that energy cannot be created nor destroyed, only changed from one form to another.

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

Justification:

The Law of Conservation of Energy is discussed and applied to the lessons.

34. **SC.7.P.11.4:** Observe and describe that heat flows in predictable ways, moving from warmer objects to cooler ones until they reach the same temperature.

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

Justification:

Lesson and videos detail how thermal energy always flows from warmer objects to cooler objects.

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

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

Justification:

In the Reading A and B sections, students are asked to cite textual evidences to support their science and technical texts.

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

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

Justification:

Most activities, especially reading a activities, call for students to determine central ideas or conclusions of the texts.

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

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

Justification:

The scientific method is discussed and used often in all of th sections.

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

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

Justification:

Scientific vocabulary, symbols and key terms are used often. Each section also has a vocabulary section that helps explain these terms to students.

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

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

Justification:

All sections are organized the same, using the 5E method. As students use each section, they will see similarities among all of the sections in how they are organized.

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

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

Justification:

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

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

Justification:

Qualitative and quantitative text as well as flowcharts and graphs are used often. Students learn how to use and interpret these too,s throughout all sections.

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

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

Justification:

The Plate Tectonic section allows students to compare and contrast theories. They learn how 'facts', especially after technology proved different, became untrue.

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

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

Justification:

During all labs students compare and contrast what they have read in the texts with videos and other simulations.

44. **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:

45. **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:

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

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

Justification:

In the sections, "Writing Science" students address a prompt about the subject they are reading.

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

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

Justification:

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

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

Justification:

Technology, especially the internet, is used in every scope.

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

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

Justification:

Students are encouraged to use multiple resources when conducting short research projects.

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

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

Justification:

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

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

Justification:

In all sections of reading, students are asked to draw evidence from the text they read.

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

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

Justification:

Every Scope has at least one activity where students to are asked to write.

53. **LAFS.7.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

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

c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

d. Acknowledge new information expressed by others and, when warranted, modify their own views.

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

Justification:

54. **LAFS.7.SL.1.2:** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

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

Justification:

55. **LAFS.7.SL.1.3:** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

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

Justification:

56. **LAFS.7.SL.2.4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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

Justification:

57. **LAFS.7.SL.2.5:** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

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

Justification:

58. **HE.7.C.1.3:** Analyze how environmental factors affect personal health.

**Remarks/Examples:**

Food refrigeration, appropriate home heating and cooling, air/water quality, and garbage/trash collection.

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

Justification:

In the section Limiting Factors, students learn how environmental factors can affect the health of organisms.

59. **HE.7.C.1.8:** Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.

**Remarks/Examples:**

Abuse of over-the-counter medications, sexually transmitted diseases and sexually transmitted infections from sexual relationships, injury, or death from unsupervised handling of firearms, and physical/emotional injury, or impact from abusive dating partner.

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

Justification:

I did not see a Scope called "Infectious Agents."

60. **MAFS.7.SP.2.4:** Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.

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

Justification:

61. **MAFS.7.SP.3.5:** Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

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

Justification:

Chance and probability are addressed in depth in the Reproduction section.

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

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

Justification:

Every handout in every section has a Spanish version. There are no other language versions such as French or Haitian which are prevalent in Florida.

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

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

Justification: