INSTRUCTIONAL MATERIALS ADMINISTRATOR

Recommendation

Yes

Comments: The curriculum platform is well constructed, and the information is accurate and aligned with standards. The only negative I saw was the limited modes of information. There should be more use of video, visuals, audio and interactive lessons.

Material for Review

Course: M/J Comprehensive Science 3 (2002100)
Title: STEMscopes Florida 2.0 - 8th 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:
The curriculum has well written text, visuals, and activities for a comprehensive 8th grade class. It does not focus well on nature of science, but embeds it within activities.

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:
The flow and timing of lessons is written at a pace that a students would be able to follow easily, and a teacher would be able to plan and teach around.

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

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

Justification:
The curriculum is written in a way that follows a very linear progression that does not adapt well with deviation.

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:
All lessons cover what is expected to be covered for a standard.

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 lessons are written at a level that a 8th grade student would be able to follow along with, and achieve the expected outcome.

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:
The lessons are written at a level that a 8th grade student would be able to follow along with, and achieve the expected outcome.

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 lessons are written at a level that a 8th grade student would be able to follow along with, and achieve the expected outcome.

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:
Material presented is directly aligned with the content standards, and shows a clear reason for being used.

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 sources of the material do well in adding to the quality of lessons and activities used in the lessons.

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:
All material is accurate to standards and to information that is generally accepted in science.

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:
Opinion and bias on material and content is not presented, unless necessary for the lesson.

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:
All material is aligned with what is accepted by scientific standards.

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:
There are little to no errors in the lessons and text.

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:
All material is accurate to standards and to information that is generally accepted in science.

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:
All material is accurate to standards and to information that is generally accepted in science.

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:
The material is appropriate to what is intended to be learned, and achieved by a student.

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 multiple relevant links from the content to the real world.

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:
Students must use their math, language arts, and historical knowledge to complete some tasks presented.

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:
All material is presented as factual, without any opinions or biases used.

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:
All material is appropriate for students at the age group it is being presented to.

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:
The material covers and explains the information for standards and benchmarks required for Florida learning expectations.

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:
The lessons and activities are created well, and do not require the teacher to create new lessons, or activities for the students to reach the expected learning outcome.

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

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

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

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT   ○ FAIR ALIGNMENT   ○ POOR ALIGNMENT   ○ VERY POOR/NO ALIGNMENT
Justification:
The flow and pacing of material is well organized and presented.

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 should be multiple modes of information presentation. Most information is presented in a written or visual form.

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:
The pacing is well planned and thought through.

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:
There is little support found to assist individuals with specific learning styles.

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:
Presentation of material is well planned, paced, and created. There should be multiple modes of information transmission.

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 information is presented in a linear way, there could be more variety in presentations.

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:
Important ideas, concepts and themes are taught to the extent needed.

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:
Information is presented in a fashion that is easy to read and understand.

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

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ◉ **FAIR ALIGNMENT** ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
The lessons and text are have a linear progression, that is not easily deviated from.

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:
There was little to no differentiation in the texts or lessons.

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:
The lessons are well written and have a good progression, however it could use more variances in lesson presentation formats.

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:
There learning extensions had a clear purpose and reason that linked to the goals and objectives of the lessons.

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:
The students are required to independently read and learn basics about the lesson, then apply the information to lesson activities.

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:
Students are expected to show their understanding of the concepts through the lesson activities.

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:
Assessments align with the learning objectives of the lessons, and questions are written in a way that reflects what the students should have learned.

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 align with the learning objectives of the lessons, and questions are written in a way that reflects what the students should have learned.

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:
Submissions and activities are easy to work through and submit in the curriculum platform.

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:
Mathematic principals are used when necessary.

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:
All lessons and activities align with what is expected to be taught, and what is expected to be learned from curriculum.

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.8.E.5.1:** Recognize that there are enormous distances between objects in space and apply our knowledge of light and space travel to understand this distance.

○ VERY GOOD ALIGNMENT   ◉ **GOOD ALIGNMENT**   ○ FAIR ALIGNMENT   ○ POOR ALIGNMENT   ○ VERY POOR/NO ALIGNMENT
Justification:
Key concepts of distance between celestial objects and the speed of light are presented.

2. **SC.8.E.5.2:** Recognize that the universe contains many billions of galaxies and that each galaxy contains many billions of stars.

○ VERY GOOD ALIGNMENT   ◉ **GOOD ALIGNMENT**   ○ FAIR ALIGNMENT   ○ POOR ALIGNMENT   ○ VERY POOR/NO ALIGNMENT
Justification:
The key concept of the the number of stars and galaxies are presented, with activities.

3. **SC.8.E.5.3:** Distinguish the hierarchical relationships between planets and other astronomical bodies relative to solar system, galaxy, and universe, including distance, size, and composition.

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

Justification:
The hierarchy of celestial objects is presented, and practiced.

4. **SC.8.E.5.4:** Explore the Law of Universal Gravitation by explaining the role that gravity plays in the formation of planets, stars, and solar systems and in determining their motions.

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

Justification:
The concept of universal gravity is presented, and the relationship between distance and mass is explained and practiced. Gravity's role in celestial objects is presented and explained.

5. **SC.8.E.5.5:** Describe and classify specific physical properties of stars: apparent magnitude (brightness), temperature (color), size, and luminosity (absolute brightness).

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

Justification:
Star characteristics are presented and explained based on size, temperature, and color, brightness and stages.

6. **SC.8.E.5.6:** Create models of solar properties including: rotation, structure of the Sun, convection, sunspots, solar flares, and prominences.

Remarks/Examples:
Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics 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:
Characteristics of stars are presented and practiced with activities.

7. **SC.8.E.5.7:** Compare and contrast the properties of objects in the Solar System including the Sun, planets, and moons to those of Earth, such as gravitational force, distance from the Sun, speed, movement, temperature, and atmospheric conditions.

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

Justification:
An extensive process is used to show comparisons and have students create their own comparisons between different objects in our solar system.

8. **SC.8.E.5.8:** Compare various historical models of the Solar System, including geocentric and heliocentric.

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:
There was no lesson or activity addressing geocentric vs heliocentric models.

9. **SC.8.E.5.9:** Explain the impact of objects in space on each other including:

1. the Sun on the Earth including seasons and gravitational attraction
2. the Moon on the Earth, including phases, tides, and eclipses, and the relative position of each body.

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

Justification:
Lessons focus on how the different phases of the moon occur, how the different types of eclipses occur, and what causes the tides around the earth.

10. **SC.8.E.5.10:** Assess how technology is essential to science for such purposes as access to outer space and other remote locations, sample collection, measurement, data collection and storage, computation, and communication of information.

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:
Activities and questions are given for students to respond to how technology is used to work, and complete scientific tasks in the harsh conditions of space.

11. **SC.8.E.5.11:** Identify and compare characteristics of the electromagnetic spectrum such as wavelength, frequency, use, and hazards and recognize its application to an understanding of planetary images and satellite photographs.

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

Justification:
Information is presented and activities are used to reinforce the parts of the EM spectrum, its different properties, along with uses, and dangers.

12. **SC.8.E.5.12:** Summarize the effects of space exploration on the economy and culture of Florida.

○ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Students participate in activities that argue for and against how space travel has affected Florida. Information is presented on how space travel and NASA has impacted Florida.

13. **SC.8.L.18.1:** Describe and investigate the process of photosynthesis, such as the roles of light, carbon dioxide, water and chlorophyll; production of food; release of oxygen.

○ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
The process and specific parts of photosynthesis are presented and explained. Activities and questions are used to reinforce the concepts of photosynthesis.

14. **SC.8.L.18.2:** Describe and investigate how cellular respiration breaks down food to provide energy and releases carbon dioxide.

○ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Cellular respiration is presented with the concepts of mitochondria and the carbon cycle to explain how food is broken down and energy is released.

15. **SC.8.L.18.3:** Construct a scientific model of the carbon cycle to show how matter and energy are continuously transferred within and between organisms and their physical environment.

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 carbon cycle is presented with a model, and with information relating to its role in photosynthesis and cellular respiration.

16. **SC.8.L.18.4:** Cite evidence that living systems follow the Laws of Conservation of Mass and Energy.

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

17. **SC.8.N.1.1:** Define a problem from the eighth grade curriculum using appropriate reference materials to support scientific understanding, plan and carry out scientific investigations 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.

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ○ **FAIR ALIGNMENT** ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
The standard is not directly taught, but is taught through some of the activities inbedded in the lessons.

18. **SC.8.N.1.2:** Design and conduct a study using repeated trials and replication.

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ○ **FAIR ALIGNMENT** ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
The standard is not directly taught, but is taught through some of the activities inbedded in the lessons.

19. **SC.8.N.1.3:** Use phrases such as "results support" or "fail to support" in science, understanding that science does not offer conclusive 'proof' of a knowledge claim.

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ○ **FAIR ALIGNMENT** ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
The standard is not directly taught, but is taught through some of the activities inbedded in the lessons.

20. **SC.8.N.1.4:** Explain how hypotheses are valuable if they lead to further investigations, even if they turn out not to be supported by the data.

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ○ **FAIR ALIGNMENT** ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
The standard is not directly taught, but is taught through some of the activities inbedded in the lessons.

21. **SC.8.N.1.5:** Analyze the methods used to develop a scientific explanation as seen in different fields of science.

○ VERY GOOD ALIGNMENT ○ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
The standard is not directly taught, but is taught through some of the activities inbedded in the lessons.

22. **SC.8.N.1.6:** Understand that scientific investigations involve the collection of relevant empirical evidence, the use of logical reasoning, and the application of imagination in devising hypotheses, predictions, explanations and models to make sense of the collected evidence.

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 standard is not directly taught, but is taught through some of the activities inbedded in the lessons.

23. **SC.8.N.2.1:** Distinguish between scientific and pseudoscientific ideas.

Remarks/Examples:

Science is testable, pseudo-science is not science seeks falsifications, pseudo-science seeks confirmations (e.g. astrology is pseudoscience).

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ◉ **FAIR ALIGNMENT** ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
The standard is not directly taught, but is taught through some of the activities inbedded in the lessons.

24. **SC.8.N.2.2:** Discuss what characterizes science and its methods.

Remarks/Examples:

Science is the systematic, organized inquiry that is derived from observations and experimentation that can be verified through testing to explain natural phenomena.

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
The standard is not directly taught, but is taught through some of the activities inbedded in the lessons.

25. **SC.8.N.3.1:** Select models useful in relating the results of their own investigations.

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 standard is not directly taught, but is taught through some of the activities inbedded in the lessons.

26. **SC.8.N.3.2:** Explain why theories may be modified but are rarely discarded.

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
The standard is not directly taught, but is taught through some of the activities inbedded in the lessons.

27. **SC.8.N.4.1:** Explain that science is one of the processes that can be used to inform decision making at the community, state, national, and international levels.

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
The standard is not directly taught, but is taught through some of the activities inbedded in the lessons.

28. **SC.8.N.4.2:** Explain how political, social, and economic concerns can affect science, and vice versa.

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ◉ **FAIR ALIGNMENT** ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
The standard is not directly taught, but is taught through some of the activities inbedded in the lessons.

29. **SC.8.P.8.1:** Explore the scientific theory of atoms (also known as atomic theory) by using models to explain the motion of particles in solids, liquids, and gases.

Remarks/Examples:

Recognize that matter is composed of discrete units called atoms and atoms are composed of sub-atomic particles called protons, neutrons, and electrons. Solid is the state in which intermolecular attractions keep the molecules in fixed spatial relationships. Liquid is the state in which intermolecular attractions keep molecules in proximity, but not in fixed relationships. Gas is the state in which molecules are comparatively separated and intermolecular attractions have relatively little effect on their respective motions.

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

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Mathematics is used frequently to show relationships in science.

30. **SC.8.P.8.2:** Differentiate between weight and mass recognizing that weight is the amount of gravitational pull on an object and is distinct from, though proportional to, mass.

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

Justification:
The concepts is presented and explained very well, and is followed by a set of practice problems.

31. **SC.8.P.8.3:** Explore and describe the densities of various materials through measurement of their masses and volumes.

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:
The concepts is presented and explained very well, and is followed by a set of practice problems.

32. **SC.8.P.8.4:** Classify and compare substances on the basis of characteristic physical properties that can be demonstrated or measured; for example, density, thermal or electrical conductivity, solubility, magnetic properties, melting and boiling points, and know that these properties are independent of the amount of the sample.

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:
Information concerning precision and accuracy is embedded in the lessons, but not directly taught.

33. **SC.8.P.8.5:** Recognize that there are a finite number of elements and that their atoms combine in a multitude of ways to produce compounds that make up all of the living and nonliving things that we encounter.

Remarks/Examples:
Demonstrate with atomic models how atoms can combine in many ways. Explain why there are many, but limited, combinations. Use models to demonstrate the conservation of mass in modeled chemical reactions.

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Information is provided and explained for the number of elements, and the limit of the number of elements in the universe, however the number of compounds and is not explicitly stated.

34. **SC.8.P.8.6:** Recognize that elements are grouped in the periodic table according to similarities of their properties.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Explanations are given for the parts of the periodic table, and how the

35. **SC.8.P.8.7:** Explore the scientific theory of atoms (also known as atomic theory) by recognizing that atoms are the smallest unit of an element and are composed of sub-atomic particles (electrons surrounding a nucleus containing protons and neutrons).

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 parts of the atom are shown in models and explanations, and practiced with activities.

36. **SC.8.P.8.8:** Identify basic examples of and compare and classify the properties of compounds, including acids, bases, and salts.

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Classification of matter is explained and practiced through multiple activities.

37. **SC.8.P.8.9:** Distinguish among mixtures (including solutions) and pure substances.

Remarks/Examples:
Pure substances include elements and compounds. Mixtures are classified as heterogeneous (mixtures) or homogeneous (solutions). Methods for separating mixtures include: distillation, chromatography, reverse osmosis, diffusion through semi-permeable membranes.

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Classification of matter is explained and practiced through multiple activities. Things such as reverse osmosis, diffusion, and membranes are not discussed.

38. **SC.8.P.9.1:** Explore the Law of Conservation of Mass by demonstrating and concluding that mass is conserved when substances undergo physical and chemical changes.

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

Justification:
Conservation of mass is explicitly explained and discussed through activity and practiced.

39. **SC.8.P.9.2:** Differentiate between physical changes and chemical changes.

   ◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
   Justification:
   Physical and chemical chagnes are explicitly explained and discussed through activity and practiced.

40. **SC.8.P.9.3:** Investigate and describe how temperature influences chemical changes.

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

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:
   The text provides uses evidence to support what is claimed through science.

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:
   The texts uses the theme of central idea to guide and instruct the students through the course.

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:
   The standard is not directly taught, but is taught through some of the activities inbedded 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:
   Scientific terms and specific vocabulary is explained through definition, or through context of the passage.

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:
   The texts uses the theme of central idea to guide and instruct the students through the course.

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:
   The texts uses the theme of central idea to guide and instruct the students through the course.

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:
   Models, pictures, graphs, and tables are used many times to explain and describe content.

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:
   Students are asked to use information from the text to support or deny claims.

50. **LAFS.68.RST.4.10:** By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

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

51. **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:
Students must form conclusions based on data, observation, and activities.

52. **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:
Students must form conclusions based on data, observation, and activities.

53. **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:
Students must form conclusions based on data, observation, and activities.

54. **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:
Students must form conclusions based on data, observation, and activities.

55. **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:
Activities require the use of the internet for research, and the use of online tools to complete the activities.

56. **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 must form conclusions based on data, observation, and activities.

57. **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:
Activities require the use of the internet for research, and the use of online tools to complete the activities.

58. **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:
Students must form conclusions based on data, observation, and activities.

59. **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:
Students must form conclusions based on data, observation, and activities.

60. **LAFS.8.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 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 and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

● **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Students have both group projects/activities, and individual activities where they must collaborate with others to complete the activity.

61. **LAFS.8.SL.1.2:** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

○ VERY GOOD ALIGNMENT ● **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Activities require the use of the internet for research, and the use of online tools to complete the activities.

62. **LAFS.8.SL.1.3:** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

○ VERY GOOD ALIGNMENT ● **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
The texts uses the theme of central idea to guide and instruct the students through the course.

63. **LAFS.8.SL.2.4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

○ VERY GOOD ALIGNMENT ● **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
The texts uses the theme of central idea to guide and instruct the students through the course.

64. **LAFS.8.SL.2.5:** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

○ VERY GOOD ALIGNMENT ● **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Models, pictures, graphs, and tables are used many times to explain and describe content.

65. **MAFS.8.F.2.5:** Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

○ VERY GOOD ALIGNMENT ● **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Models, pictures, graphs, and tables are used many times to explain and describe content.

66. **MAFS.8.G.3.9:** Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

Remarks/Examples:
Fluency Expectations or Examples of Culminating Standards

When students learn to solve problems involving volumes of cones, cylinders, and spheres — together with their previous grade 7 work in angle measure, area, surface area and volume (7.G.2.4–2.6) — they will have acquired a well-developed set of geometric measurement skills. These skills, along with proportional reasoning (7.RP) and multistep numerical problem solving (7.EE.2.3), can be combined and used in flexible ways as part of modeling during high school — not to mention after high school for college and careers.

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

Justification:
Though some information is assumed, not a lot of content builds from the years or standards from before.

67. **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:
There are spanish translated texts, but no other languages are presented in translations.

68. **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: