Bid 3407

INSTRUCTIONAL MATERIALS ADMINISTRATOR

Recommendation

No

Comments: Strengths:

This tool uses the 5 E model.

This tool is extremely easy to navigate, plan instruction, and vary activities.

This tool has excellent videos and online games for students to enjoy as they learn.

Weaknesses:

Meets the Regular Standards, but is very weak in developing the deeper knowledge of the Advanced standards.

One Author - this is the evaluators bigges concern. Where did the knowledge in the Explore and Explain sections come from?

Assessments need to include more rigor and the advanced standards

Material for Review

Course: M/J Comprehensive Science 1, Advanced (2002050)
Title: STEMscopes Florida 2.0 - 6th Grade, Advanced , 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.
To answer each item, select the appropriate rating.
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.

To answer each item, select the appropriate rating from the following scale:

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

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

- Reviewers are instructed that submissions should be consistently rated as 5 or 4 to be recommended for adoption. Materials that are consistently rated 2 or 1 are not expected to be recommended for adoption.
- Justification and Comments are strongly encouraged for each rating. Please use the Justification/Comments section to list any strengths, weaknesses, concerns, issues, and/or to provide examples supporting the rating. Your comments maybe used by publishers to help them improve their products
- 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 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:
Each "Scope" identifies clearly which standards it addresses. They also identify the Math and Language standards that they attempt to align with.

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 content is written succinctly and uses a nice style that identifies important concepts in boxes throughout the reading materials. There is a concern that the assessment questions are written at a level that is not as rigorous as needed.

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:
This tool is very well organized and easy to adapt to a variety of learning styles and levels. The activities included have already been adapted and save teacher time.

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

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Most scopes utilize an Explain section with a very succinct amount of information. The Explore and Explain sections are very well written to introduce concepts with just the right amount of information and require the student to develop their own understanding first.

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 content for each of the activities clearly describes the necessary concepts for the standard without adding too many examples of going into unnecessary detail. This text is remarkable because it has many varied activities that teachers can choose to use to develop their students understanding.

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 content could have more sections adapted for the advanced student with the required information and additional reflection activities.

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 way that this tool is used allows the teacher to decide which activities to use in order to meet the standard. There are simple activities for each of the 5 E's, and more complex ones. Teachers have the ability to structure their lessons with the time allotments each district might provide.

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

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ◉ **VERY POOR/NO ALIGNMENT**
Justification:
Aside from the text author - Reid Whitaker - no one else is mentioned as contributing to the actual scientific content of the text. The company's website does not mention any collaboration with other scientists or institutions that could be discerned.

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:
Aside from the text author - Reid Whitaker - no one else is mentioned as contributing to the actual scientific content of the text. The company's website does not mention any collaboration with other scientists or institutions that could be discerned. Whoever contributed to the development utilized the best practices currently used in classrooms.

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

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
The evaluator only found one grammar error and one spelling error in this review.

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:
The evaluator could not find any biased statements. The evaluator was pleased to see well written information about climate science.

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 explained all of the required scientific body of knowledge for these standards. The Nature of Science standards need to have more emphasis as the mechanisms all scientists use to carry out all investigations, even the simple ones.

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:
The evaluator did not find any factually inaccurate information. The Advanced lesson on Cell Division had a very confusing visual and should have provided more practice for students.

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

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Content appeared to reflect very recent scientific information and the current accepted body of knowledge.

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:
The structure of this tool presents the standards in clear and concise sections. Sections repeat important content relevant to more than one section for review and also to allow sections to be taught in what ever order a district might require.

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 Engage, Explore and Explain sections of each scope are written well and use vocabulary and examples that students can easily relate to.

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

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
Elaborate activities allow students to apply concepts to other situations to deepen their understanding about how each concept applies to many situations.

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

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
The content of this tool has incorporated most of the Language Arts and Math standards. There are still some that need to be added, but as a whole, this tool works well at being an interdisciplinary tool.

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

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
The evaluator did not see any biased portrayals. There are scientists and scientific workers from many backgrounds who share their careers. Most reading assignments have neutral diagrams and photos.

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

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT
Justification:
There were no instances of values inconsistent with humane treatment.

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:
This tool covers the material well and has developed a series of well designed materials. The activities allow students to develop their understanding of the concept through a variety of activities.

Presentation

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.
To answer each item, select the appropriate rating.

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.

To answer each item, select the appropriate rating from the following scale:

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

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

- Reviewers are instructed that submissions should be consistently rated as 5 or 4 to be recommended for adoption. Materials that are consistently rated 2 or 1 are not expected to be recommended for adoption.
- Justification and Comments are strongly encouraged for each rating. Please use the Justification/Comments section to list any strengths, weaknesses, concerns, issues, and/or to provide examples supporting the rating. Your comments maybe used by publishers to help them improve their products
- 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. 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:
This tool follows the 5 E format and contains many well developed activities for each section. This tool needs more Elaborate and Evaluate work for the standards that are targeted to the advanced students. These sections appear to only target the basic 6th benchmarks. This requires the instructor to do more work.

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:
This tool has excellent tools to use to establish alignment. There are some standards in Math that are missing and some from Language Arts that are weak, but you can easily identify the standards that are being targeted.

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

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

Justification:
This tool is serenely well organized. It is easy to navigate. The scopes follow a 5 E system with Remediation and Acceleration sections clearly labeled.

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:
Visuals and Reading sections are written at described at a very appropriate level for these students. There are few opportunities for narrative activities and this needs to be addressed.

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:
Activities are clearly described and contain a time frame for planning purposes. Reading sections can be tailored to the amount of time an instructor feels necessary.

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:
All materials are online and have the associated adaptive tools. There are English/Spanish choices for content. Vocablulary sections contain audio and video components. Data entry and Reading sections can be adapted. It is unclear if the Explore/Explain sections have the ability to be read by the computer.

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).

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

Justification:
This tool is very well organized and easily adapted to individual schedules. This tool is at an appropriate reading level and targets all of the science standards associated with this 6th grade course/level. This tool has appropriate content and assistive tools.

Learning

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.
To answer each item, select the appropriate rating.
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.

To answer each item, select the appropriate rating from the following scale:

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

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

- Reviewers are instructed that submissions should be consistently rated as 5 or 4 to be recommended for adoption. Materials that are consistently rated 2 or 1 are not expected to be recommended for adoption.
- Justification and Comments are strongly encouraged for each rating. Please use the Justification/Comments section to list any strengths, weaknesses, concerns, issues, and/or to provide examples supporting the rating. Your comments maybe used by publishers to help them improve their products
- 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. 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:
This tool has well developed activities that engage students. Videos provided have a variety of narrators. Reading passages are succinct and contain good graphics. Elaboration sections provide tools for all types of learners.

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

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

Justification:
This tool does an excellent job of drilling down into the standard to explain what the students NEED to know. It uses the Explore and Elaborate sections with many different types of activities to allow students to develop deeper learning. Assessments are quick and easy to use.

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:
This tool clearly describes the concepts and utilizes best practices from Reading and Language Arts standards of practice. This tool also uses examples of the content applied to real world situations.

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:
This tool has graphic organizers built into each "scope" to help students organize their understanding. Reading passages have built in analysis points - places to stop and reflect on learning. Explore and Elaborate sections require reflection throughout activities.

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:
This tool is designed for the advanced student. There are remediation sections that allow students to work independently to develop the concept. There are multiple activities in most sections that have been adapted to a variety of leaning styles.

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 Engage and Explore activities are designed to have students doing things and collecting observations to develop understanding of concepts. Elaborate sections are designed to have students do things and assess their own understanding of the results and their application to the standard being studied.

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:
All activities previewed were well written and clearly build student's understanding of the standard. Some activities required set up times and materials that might be difficult to obtain or complete.

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:
This tool follows the 5 E format with well written sections.

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:
This tool was designed for the Advanced 6th Grade Science curriculum, but focused more on the regular 6th grade content. It lacks 5 E sections developed to include the regular and advanced concepts.

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:
This tool provides several types of assessment tools. The assessments target the Regular 6th grade standards and do not appear to include the deeper concepts in the Advanced standards. Some terms used in the assessments were not emphasized in reading passages (i.e. Reference points).

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:
The variety of assessments target the Regular 6th Grade standards, not all of the Advanced standards. Some assessment questions seem too simple. Rigor of questions needs to be developed.

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:
This tool has content that is adaptable for students with a variety of needs. It is unclear if the reading passages utilize audio technology.

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:
This tool shows alignment between many math standards and the science standards being taught. This evaluator was very disappointed that these "targeted" math standards DID NOT focus on scientific data tied to the concepts being taught. Topics were all over the place. Math standards did not seem to meet the activity they were tied to. This tool needs MORE analysis of science data.

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:
This tool is very well designed for the regular 6th science standards. The advanced standards are addressed, but do not have activities and assessments associated with them.

Standards

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.
To answer each item, select the appropriate rating.
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.

To answer each item, select the appropriate rating from the following scale:

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

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

- Reviewers are instructed that submissions should be consistently rated as 5 or 4 to be recommended for adoption. Materials that are consistently rated 2 or 1 are not expected to be recommended for adoption.
- Justification and Comments are strongly encouraged for each rating. Please use the Justification/Comments section to list any strengths, weaknesses, concerns, issues, and/or to provide examples supporting the rating. Your comments maybe used by publishers to help them improve their products
- 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.

When looking at standards alignment reviewers should consider not only the robustness of the standard coverage but also the content complexity (depth of knowledge level) if appropriate. More information on content complexity as it relates to Florida standards can be found at: http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS_ccdefinitions_140711.pdf
For example, if the standard is marked as a level 3 (strategic reasoning and complex thinking) then the materials coverage should reflect this. If the materials coverage is only sufficient to allow for recall (level 1) then this should be reflected in the points assigned.

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

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

Justification:
Activities, videos, projects, reading assignments, and inquiry activities provide students with a 5 E model that allows them to develop their understanding gradually. Florida examples are utilized to allow students to recognize how this standard impacts their environment.

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

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

Justification:
Activities, videos, projects, reading assignments, and inquiry activities provide students with a 5 E model that allows them to develop their understanding gradually. There are several very strong activities that are very well developed to provide students with examples from parts of the Earth they may not be familiar with. The FAIR rating is a result of the reading NOT recognizing that sink holes play a large role in lake formations in Florida. Serious omission.

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

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

Justification:
Activities, videos, projects, reading assignments, and inquiry activities provide students with a 5 E model that allows them to develop their understanding gradually. Explore activity requires many materials that may be difficult to acquire - causing a less than satisfactory lesson. Data organization is required for one lesson.

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

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

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

Justification:
The Activities and Reading materials in this "Scope" do a very good job of introducing and then explaining the mechanisms that produce and drive the weather. This "Scope" also incorporates the significance of hurricanes in Florida weather. It also addresses the effects of pollution on air and water quality. The acceleration pieces could have more rigor to challenge high performing students. The Math Standard is addressed in the Claims, Evidence, Reason activity.

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

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

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

Justification:
This "Scope" has well developed ENGAGE activities. The reading activities develop the concepts and explain the terms in an easy to

understand fashion. The Jet Stream concept needs to be developed more. Math activities should NOT ask students to convert degrees F to C or back. One major part of the Math requirements is measured in degrees F and inches of rain. This section should provide more use of weather map models and opportunities to develop an understanding of their meaning and use.

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

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

Justification:
This "Scope" covers all parts of the standard. The Engage and Explore sections have excellent activities that help students build understanding of the concepts. This "Scope" ties in pollution and environmental concerns as well. Assessment questions are weak.

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

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

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

Justification:
The Activities and Reading material in this "Scope" do a good job of developing the role of the Sun and it's uneven heating of the environment as the major factor creating weather. The concept is not over developed, this is a very effective use of time and material. This "Scope" also further develops the concept of how heat creates the 3 states of matter more effectively than in 6E71. The Math Standard is addressed in the Claims, Evidence, Reason activity.

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

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

Justification:
This "Scope" has very well developed activities for all 5 E's. The acceleration activity is engaging for the accelerated learner.

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

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

Justification:
This "Scope" has very well developed activities for the Engage and Explore. It also has well developed Elaborate activities. The reading portion should go into more detail about storm surge and wildfires/air quality.

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

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

Justification:
The Explore portion of this "Scope" develops student understanding of how to prepare for natural disasters. The reading portion is written in a way that allows students to delineate between each disaster and the appropriate methods to prepare for it.

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

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

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

Justification:
Explore Activities are well written. Lots of excellent reading and analysis of climate science, how it is done, and what trends are seen. Reading activity does not mention the characteristics of the layers of the atmosphere - that may be tested. Math standard is not clearly addressed.

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

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

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

Justification:
This "Scope" has very well developed activities for all 5 E's. The Math Standard above is possibly addressed in the Inquiry Activity, but the inserted Math Activity focuses on calculations for a variety of shapes. The PBL is very good for accelerated students. There should be some mention in the reading about what a molecule is - it is missing. One assessment question doesn't provide a very accurate answer - confusing to students.

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

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

Justification:
Engage and Explore activities are well organized and allow students to develop an understanding of the components of this standard.

Reading activity explains the steps to the cell theory without going into too much detail. Rudolph Virchow is left out, and this evaluator is not sure why.

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

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

Justification:
This "Scope" has very well developed activities for all 5 E's. There is a good activity called an MEL for the advanced students. The reading section would be more effective if it explained the processes of photosynthesis and cellular respiration. The function of cell membranes is discussed, but not explained in great detail. The math activity in this section lacks the background information for students to easily complete it.

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

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

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

Justification:
The Engage and Explore activities are well designed. The Explain section includes all necessary information in an easy to read format. The activities for the advanced students are not very engaging. The Online Game that comes with this text was engaging and thought provoking. Students would learn while having fun.

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

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

Justification:
This "Scope" has very well developed activities for all 5 E's. There are also very good videos and an Online Game that students can use to practice/ better develop their understanding. Activities for advanced students are engaging and informative. The immune system seems to be left for the next "Scope". They do not need to include detailed drawings of the reproductive system.

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

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

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

Justification:
This "Scope" utilizes the 5 E's to meet the science standard. It does describe the role of the immune system in this scope, since it was left out of the 6L14.5 one. The Health standard is NOT addressed in this scope.

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

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

Justification:
This "Scope" utilizes the 5 E's to meet most of the science standard. The Engage, Explore and Advanced activities are well developed. The reading is succinct and helps students identify important concepts and practice them. It is missing a description of what makes up a scientific name and why it is the Genus and Species. It has an assessment question about it, but no mention in the reading materials.

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

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

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

Justification:
During the "Scope" on homeostasis students carry out a multi-step investigation comparing cells. Students are required to identify and explain functions that are similar between cells. Students are required to carry out a precise process meeting the LA standard.

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

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

Justification:
This standard is supposed to be addressed in "Scope" 6P13.3. Students are completing a variety of scenarios using different materials to explain force and motion. Students should see common trends in their results and be able to explain them.

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

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

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ◉ **FAIR ALIGNMENT** ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
This standard should be met in "Scope"6E7.1. The activity is clearly modeling actions in the natural world. It has students identify variables and establish cause and effect relationships. It does not compare this investigation to other types, or require students to critique it's limits.

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

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
This standard was met in "Scope" 6E79 on Global Climate. Students created a model and collected and compared data on the model. The activity in 6P11.1 on comparing PE and KE could also meet this standard.

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

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

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
This standard is met in "Scope" 6P13.3. Students read about forces and gravity and then test their understanding by using a marble on a ramp to record changes to time and distance traveled. This might be a better activity if advanced students had choices of materials for the ramp and built them themselves.

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

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

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ◉ **FAIR ALIGNMENT** ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
This standard is met in the "Scope" 6E77/78 on Natural Disasters. The students create a PSA about how you should prepare for a natural disaster in Florida.

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

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
This is incorporate in "Scope" 6L15.1 which is about Classification. The reading material illustrates how the concept of classification has developed over time. The teacher would need to point this out to students to make sure this standard was met.

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

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
The 6L14.2 "Scope" is documented as covering this standard. It does give a brief background of several scientists that contributed to the Cell Theory. This standard is better met be the videos in each scope that allow students to understand the role of scientists in many areas of study.

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

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ◉ **POOR ALIGNMENT** ○ VERY POOR/NO ALIGNMENT
Justification:
The 6L14.2 "Scope" is documented as covering this standard. The actual definition of a scientific theory is not addressed, or how they are developed over time. The teacher would have to develop further materials to address this.

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

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ◉ **POOR ALIGNMENT** ○ VERY POOR/NO ALIGNMENT
Justification:
This standard was supposed to be covered in "Scope" 6P11.1. There is nothing in the scope that identifies how scientific laws are formed and how they differ from other laws.

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

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ◉ **POOR ALIGNMENT** ○ VERY POOR/NO ALIGNMENT
Justification:
This standard was supposed to be covered in "Scope" 6P11.1. There is nothing in the scope that compares the Law of Conservation of Energy to other scientific laws.

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

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

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
This tool makes use of models in several lessons. Creating mathematical models in the Landforms scope was not present, but students were required to interpret some climate data. The role of models in math and science was not really discussed by the tool.

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

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
This "Scope" utilizes the 5 E's to meet all of the science standard. It incorporates many great activities and reading opportunities for students to develop their understanding of the concept.

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

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

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
This "Scope" utilizes the 5 E's to meet all of the science standard. There are 3 well developed activities that require students to interpret data and describe motion. More practice activities to read graphs and calculate speed should be added. Reference points are used in a question for students to answer in an activity, but there is no explanation of why reference points are important to determining motion.

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

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
This "Scope" utilizes the 5 E's to meet all of the science standard. The reading assignment accurately describes forces with examples of each. Some engage activities seem difficult to complete successfully.

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

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
This "Scope" utilizes the 5 E's to meet all of the science standard. There are good inquiry activities for developing deeper understanding and there are good activities for the advanced students.

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

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
This "Scope" utilizes the 5 E's to meet all of the science standard. The Engage Activity is very well designed to illicit student understanding of how forces work. The reading passage succinctly covers the information with good examples. There are several great Elaborate activities to dive deeper into understanding. There are 2 strong activities for advanced students.

36. **SC.912.E.7.3:** Differentiate and describe the various interactions among Earth systems, including: atmosphere, hydrosphere, cryosphere, geosphere, and biosphere.

Remarks/Examples:
Interactions include transfer of energy (biogeochemical cycles, water cycle, ground and surface waters, photosynthesis, radiation, plate tectonics, conduction, and convection), storms, winds, waves, erosion, currents, deforestation and wildfires, hurricanes, tsunamis, volcanoes.

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

Justification:
This standard is tied to the "Scope" for 6E74. There is an excellent PBL that asks students to identify how many of the interactions could occur during a natural disaster. There are no additional readings or activities that build deeper understanding of this standard.

37. **SC.912.E.7.5:** Predict future weather conditions based on present observations and conceptual models and recognize limitations and uncertainties of such predictions.

Remarks/Examples:
Use models, weather maps and other tools to predict weather conditions and differentiate between accuracy of short-range and long-range weather forecasts.

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

Justification:
The 6E73 "Scope" does not have any good activities that develop student understanding well enough to answer questions about long range accuracy. They have assessment questions that ask for students to make judgements that they have not practiced.

38. **SC.912.E.7.6:** Relate the formation of severe weather to the various physical factors.

Remarks/Examples:
Identify the causes of severe weather. Compare and contrast physical factors that affect the formation of severe weather events (e.g. hurricanes, tornados, flash floods, thunderstorms, and drought).

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

Justification:
The 6E77/78 "Scope" does not contain enough information about how physical features impact the energy in the various natural disasters. Students must develop their own understanding either through the PBL or additional teacher developed activities.

39. **SC.912.L.14.2:** Relate structure to function for the components of plant and animal cells. Explain the role of cell membranes as a highly selective barrier (passive and active transport).

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

Justification:
This standard is addressed in "Scope" 6L14.4. It includes 2 sentences about active and passive transport. There needs to be a deeper explanation about how this selection takes place. This standard is NOT assessed in the assessment for this scope.

40. **SC.912.L.14.3:** Compare and contrast the general structures of plant and animal cells. Compare and contrast the general structures of prokaryotic and eukaryotic cells.

Remarks/Examples:
Annually Assessed on Biology EOC. Also assesses SC.912.L.14.2.

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

Justification:
This standard is addressed in "Scope" 6L14.4. There are charts in the reading section that list and describe the differences in Prokaryotes and Eukaryotes, but it goes into TOO MUCH depth. Students will have difficulty differentiating what is important. This standard is NOT assessed in the assessment for this scope.

41. **SC.912.L.16.14:** Describe the cell cycle, including the process of mitosis. Explain the role of mitosis in the formation of new cells and its importance in maintaining chromosome number during asexual reproduction.

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

Justification:
The 6L14.2 "Scope" is documented as covering this standard. The advanced reading explains the process of mitosis and it's stages. It never explains the role of chromosome duplication and separation. The chromosomes are present in the illustration, but are not mentioned until "Scope" 6L14.3 where their purpose is explained.

42. **SC.912.P.10.4:** Describe heat as the energy transferred by convection, conduction, and radiation, and explain the connection of heat to change in temperature or states of matter.

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

Justification:
The lessons develop the concepts of conduction, convection and radiation well. The connection between heat exchange and temperature is also well developed. The concept of states of matter needs to be developed more and at least another activity provided for students to test their knowledge and understanding.

43. **LAFS.6.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under

discussion.

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

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

Justification:
This standard should be met in "Scope" 6E62 Landforms. Activity referenced does not require the depth of knowledge to meet this standard. Some other activities within this tool better meet this standard.

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

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

Justification:
This standard should be met in "Scope" 6E74 on Earth's Systems Interactions. This tool provides several mechanisms for students to use to understand the interactions around them. Orally was the weakest of the ones listed.

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

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

Justification:
This standard should be met in "Scope" 6E73 Influences on Weather. This tool requires that students use evidence from their reading to support claims they make for answers in most of the reading activities. This standard is well supported throughout the tool.

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

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

Justification:
This tool utilizes Categorized Notes and Frayer Models to help students organize their evidence from their reading activities.

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

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

Justification:
This standard should be met in "Scope" 6E74 Earth's System Interactions. It is actually met in each scope. This tool includes many ways for teachers to choose from that best meet their students needs.

48. **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:
This standard should be met in "Scope" 6E61 Earth's Changing Surface. Most Elaborate sections of this tool contain reading assignments the meet this standard very well.

49. **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:
This standard should be met in "Scope" 6E71 Heat Transfer. Each Explore section of this tool introduces a concept and has students complete and explain a task that helps them dig deeper into the standard. At the end of the task students must determine what it is they learned and summarize it.

50. **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:
This standard should be met in "Scope" 6L14.3 on Homeostasis. The activity referenced is a very simple observation carried out at home with strawberries. It is not as rigorous as it should be. The Explore activity in Unbalanced Forces better meets the criteria of this standard.

51. **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:
This standard should be met in "Scope" 6L14.6 on Infectious Agents. The Explain Reading assignment is well structured to help students identify and describe new words/phrases, and practice using them.

52. **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:
This standard should be met in "Scope" 6E79 on Earth's Global Climate. The reading assignment breaks information into different sections that contribute to the whole concept. No analysis of the structure of the writing is required.

53. **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:
This standard should be met in "Scope" 6E77/78 Natural Disasters. There is no opportunity to discuss the author's purpose unless the teacher introduces it. This is a missed opportunity to utilize various newspaper articles about past disasters to explore this standard.

54. **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:
This standard should be met in "Scope" 6L14.1 on Organization of Organisms. This scope has students read a variety of material to understand the organization of structures in living things. This standard is also reinforced in the 6L14.5 Human Body Claim Evidence and Reason activity.

55. **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:
This standard should be met in "Scope" 6L14.6 on Infectious Agents. The Explain reading activity has students read about the 4 types of pathogens, but mostly presents facts. This is a missed opportunity to have another activity that introduces judgements about how parasites spread and why people are skeptical of flu vaccines.

56. **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:
This standard should be met in "Scope" 6L14.2 Cell Theory. The advanced portion of the Explain section is stated as covering this standard. There are no experiments or multimedia sources used to help students understand this difficult topic.

57. **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:
This standard is covered in "Scope" 6P13.1/13.2. There are 2 activities that require students to write about what they have read/researched. The directions given in the scope do not include the rigor that this standard states. The activity needs to be rewritten to better reflect this standard.

58. **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:
This standard should be met in "Scope" 6L14.2 The Cell Theory. The advance reading in the Explain section is very confusing. The little writing that is required does NOT include the rigor listed above.

59. **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:
This standard should be met in "Scope" 6L14.3 on Homeostasis. The Explain portion of the scope has students explain the function of homeostasis and compare and contrast different ways it works to protect an organism.

60. **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:
This standard should be met in "Scope" 6P13.3 Unbalanced Forces. The Explain portion does not require a writing portion that could be revised. Maybe in the Assessment section under the Open Ended Response section - These are good tools to help students organize their thoughts.

61. **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:
This standard is met in "Scope" 6L14.4 Cell Structure and Function. This scope presents the structure of cells in several different formats. The Explain portion has students explain roles and relationships between cell parts.

62. **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:
This standard is met in "Scope" 6P12.1 Graphing Motion. This standard appears to be met in the "at home" portion of the Explain section. It is not clear how this understanding is evaluated by the teacher.

63. **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:
This standard is met in "Scope" 6L14.2 Cell Theory. The Explain portion does not meet this benchmark, but the Inquiry activity in the Elaborate could meet it. The teacher would be involved in making sure the correct sources were used and read the final product.

64. **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:
This standard is met in "Scope" 6E72/75 Water Cycle and Weather. The Explain reading portion asks students to use information in the text to support their understanding of the concepts in this scope.

65. **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:
This standard is met in "Scope" 6E72/75 Water Cycle and Weather. This scope has students journal about a variety of weather conditions and then use their understanding to explain how the movement of water affects weather.

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

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Activities require students to utilize given data to identify variables, graph, and explain relationships. The GOOD rating is due to the fact that there are no activities designed for the students to collect the data themselves.

67. **MAFS.6.SP.1.3:** Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ◉ **VERY POOR/NO ALIGNMENT**
Justification:
This standard is not documented in the list of standards covered by this tool.

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

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

Justification:
All parts of this standard covered in the Math Connection sections of 6E62 as stated by text.

69. **MAFS.6.SP.2.5:** Summarize numerical data sets in relation to their context, such as by:
a. Reporting the number of observations.
b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ◉ **POOR ALIGNMENT** ○ VERY POOR/NO ALIGNMENT
Justification:
There is no one activity or scope that meets all of the parts of this standard. It could easily be tied into a 2 day experiment in one of the units.

70. **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:
This standard is met in "Scope" 6E62 Landforms and 6E73 Influences on Weather. Both scopes present information in several ways and ask students to extrapolate about what may be happening.

71. **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:
This standard is not documented in the list of standards covered by this tool.

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

Remarks/Examples:
Air and water quality, availability of sidewalks, contaminated food, and road hazards.

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
This standard is tied to the "Scope" 6L14.3 Homeostasis. The Explain section documents how water contamination can lead to other types of contamination. There is a brief Explore activity to discuss these issues.

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

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

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ◉ **POOR ALIGNMENT** ○ VERY POOR/NO ALIGNMENT
Justification:
This standard is tied to the "Scope" 6L14.6 Infectious Disease. There is NO created activity to meet this standard. It is suggested that teachers have students research about these issues. This could easily have been a created activity tied to a Language Arts standard too.

74. **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:
This tool provides opportunities in each scope to use a variety of tools to master the concepts and organize information. There are interventions in each section too.

75. **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:
This tool provides opportunities in each scope for students to work together in the Engage and Explore to develop their understanding of concepts. This is a best practice for ELL students.