

Bid 3263

INSTRUCTIONAL MATERIALS ADMINISTRATOR

Recommendation

Yes

Comments: I think Holt McDougal does a very good job of presenting the standards in multiple ways, not just via the text. The study site and virtual labs available allow the low level reader to perform semi-kinesthetic activities, thus facilitating better comprehension. The fact that the text can be read aloud to the student is also very helpful. The material is set out clearly and concisely with good "chunking" of concepts. I recommend this book for the general ed environmental science student.

Material for Review

Course: Environmental Science (2001340)
Title: HMD Environmental Science , Edition: First
Copyright: 2013
Author: Heithaus, et al
Grade Level: 9 - 12

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

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

Justification:

The standards addressed are exceptionally covered

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 reading level seems to be the appropriate lexile

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

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

Justification:

Great use of multi-media

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:

exceptional in my opinion

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:

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 companion on-line student text offers an opportunity for the book to be read aloud. You can't very well ask for more than that.

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:

Hard to say, as there is a lot of material, this really depends upon the expertise of the teacher, but the opportunity to make it through all the material in the time provided exists.

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:

good references and multiple sources given, on-line virtual labs and study tools are accurate and useful

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:

good references and multiple sources given, on-line virtual labs and study tools are accurate and useful

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:

did not see any glaring errors

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

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

Justification:

I read everything on climate change very carefully. Though a hot button political topic of late, I feel that Holt McDougal did a good job in fully explaining this topic without bias. Other topics are represented just as objectively.

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:

very good coverage of environmental studies

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:

did not see any glaring errors

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:
information is accurate and current

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:

I feel this text is very comprehensive, the couple of standards not covered are more along the lines of statistical data, which is more advanced than the general environmental science student.

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

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

Justification:

I feel this text is very comprehensive, the couple of standards not covered are more along the lines of statistical data, which is more advanced than the general environmental science 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:

valid examples given

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:

Very good connections to real life situations

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:

Didn't notice any issues

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:

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:

I feel this text is very comprehensive, the couple of standards not covered are more along the lines of statistical data, which is more advanced than the general environmental science student.

Presentation

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A. Comprehensiveness of Student and Teacher Resources 1. A. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

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

Justification:

Labs are costly and require that the teacher budget her state funds carefully. Unless he or she writes a grant to cover costs, there is no way to perform all the hands-on labs mentioned. The virtual labs fill in gaps but do not truly substitute for real hands-on experimentation.

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

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

Justification:

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

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

Justification:

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

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

Justification:

Though the text is fairly dry at times, the interactive site with the option for the computer to read the text is very helpful.

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

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

Justification:

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

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

Justification:

exceptional number of opportunities given for diversified instruction

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:

The standards are very supported via text and the companion study site

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:

excellent study tools and interactives

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:

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:

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:

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:

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:

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:

lots of good activities and labs listed, though there won't be enough time to do all of them

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:

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:

diversified instruction strategies given at times

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:

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:

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:

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:

Depends upon what grade the student takes the course and with what intent (gen ed or honors)

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:

The opportunities to address the learning requirements are sufficient, in my opinion. The few statistics related math practices standards, while not addressed in the text or student companion site, can certainly be touched upon by the instructor.

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.912.E.6.6:** Analyze past, present, and potential future consequences to the environment resulting from various energy production technologies.

Remarks/Examples:

Investigate and discuss how humans affect and are affected by geological systems and processes by describing the possible long-term consequences (costs and benefits) that increased human consumption (e.g. mining and extraction techniques off-shore drilling petrochemical refining) has placed on the environment (e.g. pollution, health, habitat destruction) and the impact on future energy production.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

2. **SC.912.E.7.7:** Identify, analyze, and relate the internal (Earth system) and external (astronomical) conditions that contribute to global climate change.

Remarks/Examples:

Explain the possible natural (e.g. increased global temperature, wildfires, volcanic dust) and anthropogenic mechanisms (e.g. air pollution, acid rain, greenhouse gases, burning of fossil fuels) and the effects of these mechanisms on global climate change.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

3. **SC.912.E.7.8:** Explain how various atmospheric, oceanic, and hydrologic conditions in Florida have influenced and can influence human behavior, both individually and collectively.

Remarks/Examples:

Describe and discuss the conditions that bring about floods, droughts, wildfires, thunderstorms, hurricanes, rip currents, and tsunamis and how these conditions can influence human behavior (e.g. energy alternatives, conservation, migration, storm preparedness).

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

4. **SC.912.E.7.9:** Cite evidence that the ocean has had a significant influence on climate change by absorbing, storing, and moving heat, carbon, and water.

Remarks/Examples:

Explain how the oceans act as sources/sinks of heat energy, store carbon dioxide mostly as dissolved HCO_3^- and CaCO_3 as precipitate or biogenic carbonate deposits, which have an impact on climate change.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

5. **SC.912.L.14.6:** Explain the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspectives of both individual and public health.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

6. **SC.912.L.15.3:** Describe how biological diversity is increased by the origin of new species and how it is decreased by the natural process of extinction.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

7. **SC.912.L.15.13:** Describe the conditions required for natural selection, including: overproduction of offspring, inherited variation, and the struggle to survive, which result in differential reproductive success.

Remarks/Examples:

Annually assessed on Biology EOC. Also assesses SC.912.L.15.14, SC.912.L.15.15, and SC.912.N.1.3.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

8. **SC.912.L.16.10:** Evaluate the impact of biotechnology on the individual, society and the environment, including medical and ethical issues.

Remarks/Examples:

Annually assessed on Biology EOC.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

9. **SC.912.L.17.1:** Discuss the characteristics of populations, such as number of individuals, age structure, density, and pattern of distribution.

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:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

10. **SC.912.L.17.4:** Describe changes in ecosystems resulting from seasonal variations, climate change and succession.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

11. **SC.912.L.17.5:** Analyze how population size is determined by births, deaths, immigration, emigration, and limiting factors (biotic and abiotic) that determine carrying capacity.

Remarks/Examples:

Annually assessed on Biology EOC. Also assesses SC.912.L.17.2 SC.912.L.17.4 SC.912.L.17.8 SC.912.N.1.4.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

12. **SC.912.L.17.6:** Compare and contrast the relationships among organisms, including predation, parasitism, competition, commensalism, and mutualism.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

13. **SC.912.L.17.7:** Characterize the biotic and abiotic components that define freshwater systems, marine systems and terrestrial systems.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

14. **SC.912.L.17.8:** Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

15. **SC.912.L.17.9:** Use a food web to identify and distinguish producers, consumers, and decomposers. Explain the pathway of energy transfer through trophic levels and the reduction of available energy at successive trophic levels.

Remarks/Examples:

Annually assessed on Biology EOC. Also assesses SC.912.E.7.1.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

16. **SC.912.L.17.10:** Diagram and explain the biogeochemical cycles of an ecosystem, including water, carbon, and nitrogen cycle.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

17. **SC.912.L.17.11:** Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

18. **SC.912.L.17.12:** Discuss the political, social, and environmental consequences of sustainable use of land.

Remarks/Examples:

Integrate HE.912.C.1.3. Evaluate how environment and personal health are interrelated.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

19. **SC.912.L.17.13:** Discuss the need for adequate monitoring of environmental parameters when making policy decisions.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

20. **SC.912.L.17.14:** Assess the need for adequate waste management strategies.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

21. **SC.912.L.17.15:** Discuss the effects of technology on environmental quality.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

22. **SC.912.L.17.16:** Discuss the large-scale environmental impacts resulting from human activity, including waste spills, oil spills, runoff, greenhouse gases, ozone depletion, and surface and groundwater pollution.

Remarks/Examples:

Integrate HE.912.C.1.3. Evaluate how environment and personal health are interrelated and, HE.912.C.1.5. Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

23. **SC.912.L.17.18:** Describe how human population size and resource use relate to environmental quality.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

24. **SC.912.L.17.19:** Describe how different natural resources are produced and how their rates of use and renewal limit availability.

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

Justification:

this standard is addressed in the student text and in the teachers ancillaries

25. **SC.912.L.17.20:** Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability.

Remarks/Examples:

Annually assessed on Biology EOC. Also assesses SC.912.L.17.11, SC.912.L.17.13, SC.912.N.1.3.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

26. **SC.912.N.1.1:** Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:

1. Pose questions about the natural world, (Articulate the purpose of the investigation and identify the relevant scientific concepts).
2. Conduct systematic observations, (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines).
3. Examine books and other sources of information to see what is already known,
4. Review what is known in light of empirical evidence, (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models).
5. Plan investigations, (Design and evaluate a scientific investigation).
6. Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs), (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage).
7. Pose answers, explanations, or descriptions of events,
8. Generate explanations that explicate or describe natural phenomena (inferences),
9. Use appropriate evidence and reasoning to justify these explanations to others,
10. Communicate results of scientific investigations, and
11. Evaluate the merits of the explanations produced by others.

Remarks/Examples:

Florida Standards Connections for 6-12 Literacy in Science

For Students in Grades 9-10

LAFS.910.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

LAFS.910.RST.1.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.

LAFS.910.RST.3.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

LAFS.910.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LAFS.910.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

For Students in Grades 11-12

LAFS.1112.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

LAFS.1112.RST.1.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks analyze the specific results based on explanations in the text.

LAFS.1112.RST.3.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

LAFS.1112.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LAFS.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

Florida Standards Connections for Mathematical Practices

MAFS.K12.MP.1: Make sense of problems and persevere in solving them.

MAFS.K12.MP.2: Reason abstractly and quantitatively.

MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others. [Viable arguments include evidence.]

MAFS.K12.MP.4: Model with mathematics.

MAFS.K12.MP.5: Use appropriate tools strategically.

MAFS.K12.MP.6: Attend to precision.

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

MAFS.K12.MP.8: Look for and express regularity in repeated reasoning.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

27. **SC.912.N.1.2:** Describe and explain what characterizes science and its methods.

Remarks/Examples:

Science is characterized by empirical observations, testable questions, formation of hypotheses, and experimentation that results in stable and replicable results, logical reasoning, and coherent theoretical constructs.

Florida Standards Connections: MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

28. **SC.912.N.1.3:** Recognize that the strength or usefulness of a scientific claim is evaluated through scientific argumentation, which depends on critical and logical thinking, and the active consideration of alternative scientific explanations to explain the data presented.

Remarks/Examples:

Assess the reliability of data and identify reasons for inconsistent results, such as sources of error or uncontrolled conditions.

Florida Standards Connections: MAFS.K12.MP.2: Reason abstractly and quantitatively MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

29. **SC.912.N.1.4:** Identify sources of information and assess their reliability according to the strict standards of scientific investigation.

Remarks/Examples:

Read, interpret, and examine the credibility and validity of scientific claims in different sources of information, such as scientific articles, advertisements, or media stories. Strict standards of science include controlled variables, sufficient sample size, replication of results, empirical and measurable evidence, and the concept of falsification.

Florida Standards Connections: LAFS.910.RST.1.1 / LAFS.1112.RST.1.1.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

30. **SC.912.N.1.5:** Describe and provide examples of how similar investigations conducted in many parts of the world result in the same outcome.

Remarks/Examples:

Recognize that contributions to science can be made and have been made by people from all over the world.

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

Justification:

This standard is addressed in both the student text and teacher ancillaries

31. **SC.912.N.1.6:** Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied.

Remarks/Examples:

Collect data/evidence and use tables/graphs to draw conclusions and make inferences based on patterns or trends in the data.

Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them.

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

Justification:

This standard is addressed in both the student text and teacher ancillaries, including a lab activity

32. **SC.912.N.2.1:** Identify what is science, what clearly is not science, and what superficially resembles science (but fails to meet the criteria for science).

Remarks/Examples:

Science is the systematic and organized inquiry that is derived from observations and experimentation that can be verified or tested by further investigation to explain natural phenomena (e.g. Science is testable, pseudo-science is not science seeks falsifications, pseudo-science seeks confirmations.)

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

Justification:

This basic biology standard is addressed in both the student text and teacher ancillaries

33. **SC.912.N.2.2:** Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion.

Remarks/Examples:

Identify scientific questions that can be disproved by experimentation/testing. Recognize that pseudoscience is a claim, belief, or practice which is presented as scientific, but does not adhere to strict standards of science (e.g. controlled variables, sample size, replicability, empirical and measurable evidence, and the concept of falsification).

Florida Standards Connections: MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.

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

Justification:

This basic biology standard is addressed in both the student text and teacher ancillaries, reteach activity provided in teacher edition

34. **SC.912.N.2.4:** Explain that scientific knowledge is both durable and robust and open to change. Scientific knowledge can change because it is often examined and re-examined by new investigations and scientific argumentation. Because of these frequent examinations, scientific knowledge becomes stronger, leading to its durability.

Remarks/Examples:

Recognize that ideas with the most durable explanatory power become established theories, but scientific explanations are continually subjected to change in the face of new evidence.

Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

35. **SC.912.N.3.1:** Explain that a scientific theory is the culmination of many scientific investigations drawing together all the current evidence concerning a substantial range of phenomena; thus, a scientific theory represents the most powerful explanation scientists have to offer.

Remarks/Examples:

Explain that a scientific theory is a well-tested hypothesis supported by a preponderance of empirical evidence.

Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them and, MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.

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

Justification:

This basic biology tenet is addressed in the teacher's edition and also in a multi-media virtual lab in Chapter 4

36. **SC.912.N.3.5:** Describe the function of models in science, and identify the wide range of models used in science.

Remarks/Examples:

Describe how models are used by scientists to explain observations of nature.

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

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

37. **SC.912.N.4.1:** Explain how scientific knowledge and reasoning provide an empirically-based perspective to inform society's decision making.

Remarks/Examples:

Recognize that no single universal step-by-step scientific method captures the complexity of doing science. A number of shared values and perspectives characterize a scientific approach.

MAFS.K12.MP.1: Make sense of problems and persevere in solving them, and MAFS.K12.MP.2: Reason abstractly and quantitatively.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

38. **SC.912.P.10.1:** Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.

Remarks/Examples:

Differentiate between kinetic and potential energy. Recognize that energy cannot be created or destroyed, only transformed. Identify examples of transformation of energy: Heat to light in incandescent electric light bulbs Light to heat in laser drills Electrical to sound in radios Sound to electrical in microphones Electrical to chemical in battery rechargers Chemical to electrical in dry cells Mechanical to electrical in generators [power plants] Nuclear to heat in nuclear reactors Gravitational potential energy of a falling object is converted to kinetic energy then to heat and sound energy when the object hits the ground.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

39. **SC.912.P.10.2:** Explore the Law of Conservation of Energy by differentiating among open, closed, and isolated systems and explain that the total energy in an isolated system is a conserved quantity.

Remarks/Examples:

Use calorimetry to illustrate conservation of energy. Differentiate between the different types of systems and solve problems involving

conservation of energy in simple systems (Physics). Explain how conservation of energy is important in chemical reactions with bond formation and bond breaking (Chemistry).

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

40. **LAFS.1112.RST.1.1:** Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

41. **LAFS.1112.RST.1.2:** Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

42. **LAFS.1112.RST.1.3:** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

43. **LAFS.1112.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 11–12 texts and topics.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

44. **LAFS.1112.RST.2.5:** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

45. **LAFS.1112.RST.2.6:** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

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

Justification:

This is addressed in the form of on-line labs accessed through the companion study site

46. **LAFS.1112.RST.3.7:** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

47. **LAFS.1112.RST.3.8:** Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

48. **LAFS.1112.RST.3.9:** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

49. **LAFS.1112.RST.4.10:** By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

50. **LAFS.1112.SL.1.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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

Justification:

multiple opportunities to address this standard exist in the teacher's edition in the form of differentiated instruction group activities

51. **LAFS.1112.SL.1.2:** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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

Justification:

multiple opportunities to address this standard exist in the teacher's edition in the form of differentiated instruction group activities

52. **LAFS.1112.SL.1.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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

Justification:

multiple opportunities to address this standard exist in the teacher's edition in the form of classroom discussion

53. **LAFS.1112.SL.2.4:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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

Justification:

multiple opportunities to address this standard exist in the teacher's edition in the form of differentiated instruction group activities

54. **LAFS.1112.SL.2.5:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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

Justification:

multiple opportunities to address this standard exist in the teacher's edition in the form of differentiated instruction group activities

55. **LAFS.1112.WHST.1.1:** Write arguments focused on discipline-specific content.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

56. **LAFS.1112.WHST.1.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

57. **LAFS.1112.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:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

58. **LAFS.1112.WHST.2.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

59. **LAFS.1112.WHST.2.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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

Justification:

multiple opportunities to address this standard exist in the teacher's edition in the form of differentiated instruction group activities

60. **LAFS.1112.WHST.3.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

61. **LAFS.1112.WHST.3.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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

Justification:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

62. **LAFS.1112.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:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

63. **LAFS.1112.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:

multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

64. **MAFS.912.F-IF.2.4:** For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

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

Justification:
not addressed

65. **MAFS.912.S-ID.1.1:** Represent data with plots on the real number line (dot plots, histograms, and box plots).

Remarks/Examples:

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

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

Justification:
not addressed

66. **MAFS.912.S-ID.1.2:** Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Remarks/Examples:

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

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

Justification:
Addressed in both student and teacher's editions

67. **MAFS.912.S-ID.1.3:** Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

Remarks/Examples:

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

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

Justification:
not addressed

68. **MAFS.912.S-ID.2.5:** Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

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

Justification:
not addressed

69. **HE.912.C.1.3:** Evaluate how environment and personal health are interrelated.

Remarks/Examples:

Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.

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

Justification:
multiple opportunities to address this standard exist in the student text, the companion interactive site as well as in the teachers ancillaries

70. **HE.912.C.1.7:** Analyze how heredity and family history can impact personal health.

Remarks/Examples:

Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.

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

Justification:
not addressed

71. **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:
multiple differentiated instruction strategies and activities for ELL students provided throughout teacher's edition

72. **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:

multiple differentiated instruction strategies and activities for ELL students provided throughout teacher's edition