Bid 3412

INSTRUCTIONAL MATERIALS ADMINISTRATOR

Recommendation

Yes

Comments: The biggest strength is that the material incorporates active learning in all modules, and relies on multi-media to demonstrate concepts. The main weakness is that some topics are covered in more depth than others-- with weak coverage of biomolecules, DNA synthesis techniques, and demonstrated impacts of specific pollution events/pollutants on the environment. The impacts on environment section is more vague than to be expected at this level.

Material for Review

Course: Biology 1 Honors (2000320)
Title: STEMscopes Florida 2.0 - Biology, Honors , Edition: 1
Copyright: 2017
Author: Jarrett Reid Whitaker
Grade Level: 9 - 12

Content

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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:
Some areas where concepts are missing or not addressed (Biomolecules)

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:
A good range of activities and information for varied skill levels

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:

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:

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:
Some topics covered in more complexity than others, not necessarily evenly.

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

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

7. B. The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
With the understanding that not all listed activities can be completed within one year, there is a good amount of material to use.

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:
Primary sources and data presented are not cited. Secondary sources are cited and excerpts are given. Not enough information in the text available to assess citations.

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:
Secondary source excerpts add context. Not enough information in the text available to assess primary source citations.

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:

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:
Human Reproduction section has biases towards fetuses and against females and single parents, and includes unnecessary opinion-based information

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:

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:

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:

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:

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:

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:

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:

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:
    In human reproduction section, includes text that perpetuates female stereotypes and may be interpreted as shaming single parents ("couple bonding during pregnancy").

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:

21. In general, is the content of the benchmarks and standards for this course covered in the material.

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

Presentation

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A. Comprehensiveness of Student and Teacher 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:

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

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

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

○ VERY GOOD ALIGNMENT ◉ **GOOD ALIGNMENT** ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
In some cases, organization is not intuitive or presented in a classic way.

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:

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:
Some activities may take longer than estimated- and some of the math-related assignments are algebra busy-work which would take a long time without actually contributing to learning of the Biology material.

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:

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:

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:

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:
Some materials include physical activity, most do not.

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:

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:

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:
There are more materials than could be used, so each classroom can adopt different materials/activities to suit the student needs.

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:
In many cases, MP was appropriate. In others, algebra was used in a cryptic way to "solve" matching puzzles, where the application of mathematics detracted from the actual biological concepts.

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

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

Standards

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

1. **SC.912.E.7.1:** Analyze the movement of matter and energy through the different biogeochemical cycles, including water and carbon.

Remarks/Examples:

Describe that the Earth system contains fixed amounts of each stable chemical element and that each element moves among reservoirs in the solid earth, oceans, atmosphere and living organisms as part of biogeochemical cycles (i.e., nitrogen, water, carbon, oxygen and phosphorus), which are driven by energy from within the Earth and from the Sun.

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

2. **SC.912.L.14.1:** Describe the scientific theory of cells (cell theory) and relate the history of its discovery to the process of science.

Remarks/Examples:

Describe how continuous investigations and/or new scientific information influenced the development of the cell theory. Recognize the contributions of scientists in the development of the cell theory.

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

3. **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:
Cell membrane transport treated adequetely. Not much connecting organelle structure/function relationships

4. **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:
More information on prokaryotic vs eukaryotic than plant vs animal

5. **SC.912.L.14.4:** Compare and contrast structure and function of various types of microscopes.

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

6. **SC.912.L.14.5:** Explain the evidence supporting the scientific theory of the origin of eukaryotic cells (endosymbiosis).

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

7. **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:
Not as much information on public health

8. **SC.912.L.14.7:** Relate the structure of each of the major plant organs and tissues to physiological processes.

Remarks/Examples:
Annually Assessed on Biology EOC.

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

9. **SC.912.L.14.26:** Identify the major parts of the brain on diagrams or models.

Remarks/Examples:
Annually Assessed on Biology EOC.
Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics.

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

10. **SC.912.L.14.27:** Identify the functions of the major parts of the brain, including the meninges, medulla, pons, midbrain, hypothalamus, thalamus, cerebellum and cerebrum.

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

11. **SC.912.L.14.36:** Describe the factors affecting blood flow through the cardiovascular system.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Many activities to supplement text

12. **SC.912.L.14.52:** Explain the basic functions of the human immune system, including specific and nonspecific immune response, vaccines, and antibiotics.

Remarks/Examples:
Annually Assessed on Biology EOC. Also assesses SC.912.L.14.6 HE.912.C.1.7 and HE.912.C.1.5.

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

13. **SC.912.L.15.1:** Explain how the scientific theory of evolution is supported by the fossil record, comparative anatomy, comparative embryology, biogeography, molecular biology, and observed evolutionary change.

Remarks/Examples:
Annually Assessed on Biology EOC. Also assesses SC.912.L.15.10 SC.912.N.1.3 SC.912.N.1.4 SC.912.N.1.6 SC.912.N.2.1 SC.912.N.3.1 and SC.912.N.3.4.

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

14. **SC.912.L.15.2:** Discuss the use of molecular clocks to estimate how long ago various groups of organisms diverged evolutionarily from one another.

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ◉ **FAIR ALIGNMENT** ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Does not go into much detail in estimating time, just estimating relationships

15. **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:
Extinction not discussed in terms of biodiversity

16. **SC.912.L.15.4:** Describe how and why organisms are hierarchically classified and based on evolutionary relationships.

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

17. **SC.912.L.15.5:** Explain the reasons for changes in how organisms are classified.

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

18. **SC.912.L.15.6:** Discuss distinguishing characteristics of the domains and kingdoms of living organisms.

Remarks/Examples:
Annually Assessed on Biology EOC. Also assesses SC.912.L.15.4 SC.912.L.15.5 SC.912.N.1.3 and SC.912.N.1.6.

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

19. **SC.912.L.15.8:** Describe the scientific explanations of the origin of life on Earth.

Remarks/Examples:
Annually assessed on Biology EOC. Also assesses SC.912.N.1.3, SC.912.N.1.4, and SC.912.N.2.1.

⦿ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Discussion and comparison of various theories, with rebuttal for opinion-based ideas

20. **SC.912.L.15.10:** Identify basic trends in hominid evolution from early ancestors six million years ago to modern humans, including brain size, jaw size, language, and manufacture of tools.

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

21. **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:

22. **SC.912.L.15.14:** Discuss mechanisms of evolutionary change other than natural selection such as genetic drift and gene flow.

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

23. **SC.912.L.15.15:** Describe how mutation and genetic recombination increase genetic variation.

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

24. **SC.912.L.16.1:** Use Mendel's laws of segregation and independent assortment to analyze patterns of inheritance.

Remarks/Examples:
Annually assessed on Biology EOC. Also assesses SC.912.L.16.2.

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

25. **SC.912.L.16.2:** Discuss observed inheritance patterns caused by various modes of inheritance, including dominant, recessive, codominant, sex-linked, polygenic, and multiple alleles.

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

26. **SC.912.L.16.3:** Describe the basic process of DNA replication and how it relates to the transmission and conservation of the genetic information.

Remarks/Examples:
Integrate HE.912.C.1.7. Analyze how heredity and family history can impact personal health. Annually assessed on Biology EOC. Also assesses SC.912.L.16.4 SC.912.L.16.5 SC.912.L.16.9.

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

27. **SC.912.L.16.4:** Explain how mutations in the DNA sequence may or may not result in phenotypic change. Explain how mutations in gametes may result in phenotypic changes in offspring.

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

28. **SC.912.L.16.5:** Explain the basic processes of transcription and translation, and how they result in the expression of genes.

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ◉ **POOR ALIGNMENT** ○ VERY POOR/NO ALIGNMENT
Justification:
Not much background to distinguish transcription from translation

29. **SC.912.L.16.8:** Explain the relationship between mutation, cell cycle, and uncontrolled cell growth potentially resulting in cancer.

Remarks/Examples:
Integrate HE.912.C.1.7. Analyze how heredity and family history can impact personal health.

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ◉ **POOR ALIGNMENT** ○ VERY POOR/NO ALIGNMENT
Justification:
These links are not discussed explicitly in text

30. **SC.912.L.16.9:** Explain how and why the genetic code is universal and is common to almost all organisms.

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

31. **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:

32. **SC.912.L.16.12:** Describe how basic DNA technology (restriction digestion by endonucleases, gel electrophoresis, polymerase chain reaction, ligation, and transformation) is used to construct recombinant DNA molecules (DNA cloning).

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

33. **SC.912.L.16.13:** Describe the basic anatomy and physiology of the human reproductive system. Describe the process of human development from fertilization to birth and major changes that occur in each trimester of pregnancy.

Remarks/Examples:
Annually assessed on Biology EOC.

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ◉ **FAIR ALIGNMENT** ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Basic anatomy and physiology of adults is covered. Pregnancy information is biased towards fetal morphology development rather than physiological changes in the mother/fetus each trimester. Includes non-scientific information such as "women complaining", "emotional" and "couple bonding" leading to biases against females and single parents.

34. **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:

35. **SC.912.L.16.15:** Compare and contrast binary fission and mitotic cell division.

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ◉ **FAIR ALIGNMENT** ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Not much information on Binary Fission beyond a definition

36. **SC.912.L.16.16:** Describe the process of meiosis, including independent assortment and crossing over. Explain how reduction division results in the formation of haploid gametes or spores.

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

37. **SC.912.L.16.17:** Compare and contrast mitosis and meiosis and relate to the processes of sexual and asexual reproduction and their consequences for genetic variation.

Remarks/Examples:
Annually assessed on Biology EOC. Also assesses SC.912.L.16.8 SC.912.L.16.14 SC.912.L.16.16.

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ◉ **FAIR ALIGNMENT** ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
One activity explicitly addresses this; no text associated

38. **SC.912.L.17.2:** Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature.

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

39. **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:

40. **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:

41. **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:

42. **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:

43. **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:

44. **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:
Does not address differences in types of pollution impacts, treats pollution impact as a broad scale.

45. **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:

46. **SC.912.L.18.1:** Describe the basic molecular structures and primary functions of the four major categories of biological macromolecules.

Remarks/Examples:
Annually assessed on Biology EOC. Also assesses SC.912.L.18.11.

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

47. **SC.912.L.18.2:** Describe the important structural characteristics of monosaccharides, disaccharides, and polysaccharides and explain the functions of carbohydrates in living things.

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ◉ **VERY POOR/NO ALIGNMENT**
Justification:
no information on carbohydrates beyond basic monomer.

48. **SC.912.L.18.3:** Describe the structures of fatty acids, triglycerides, phospholipids, and steroids. Explain the functions of lipids in living organisms. Identify some reactions that fatty acids undergo. Relate the structure and function of cell membranes.

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ◉ **VERY POOR/NO ALIGNMENT**
Justification:
very little information on fatty acids- treated as a 'type'.

49. **SC.912.L.18.4:** Describe the structures of proteins and amino acids. Explain the functions of proteins in living organisms. Identify some reactions that amino acids undergo. Relate the structure and function of enzymes.

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ◉ **VERY POOR/NO ALIGNMENT**
Justification:
very little information beyond definitions

50. **SC.912.L.18.7:** Identify the reactants, products, and basic functions of photosynthesis.

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

51. **SC.912.L.18.8:** Identify the reactants, products, and basic functions of aerobic and anaerobic cellular respiration.

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

52. **SC.912.L.18.9:** Explain the interrelated nature of photosynthesis and cellular respiration.

Remarks/Examples:
Annually assessed on Biology EOC. Also assesses SC.912.L.18.7 SC.912.L.18.8 SC.912.L.18.10.

◉ **VERY GOOD ALIGNMENT** ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
Very good lab activities to reinforce this concept.

53. **SC.912.L.18.10:** Connect the role of adenosine triphosphate (ATP) to energy transfers within a cell.

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ○ FAIR ALIGNMENT ◉ **POOR ALIGNMENT** ○ VERY POOR/NO ALIGNMENT
Justification:
No information beyond "ATP is used by cell for energy"

54. **SC.912.L.18.11:** Explain the role of enzymes as catalysts that lower the activation energy of biochemical reactions. Identify factors, such as pH and temperature, and their effect on enzyme activity.

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

55. **SC.912.L.18.12:** Discuss the special properties of water that contribute to Earth's suitability as an environment for life: cohesive behavior, ability to moderate temperature, expansion upon freezing, and versatility as a solvent.

Remarks/Examples:
Annually assessed on Biology EOC.

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

56. **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:

57. **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:

58. **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:

59. **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:

60. **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:

61. **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:

62. **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:

63. **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:

64. **SC.912.N.3.4:** Recognize that theories do not become laws, nor do laws become theories; theories are well supported explanations and laws are well supported descriptions.

Remarks/Examples:
Recognize that theories do not become laws, theories explain laws. Recognize that not all scientific laws have accompanying explanatory theories.

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

65. **SC.912.P.8.7:** Interpret formula representations of molecules and compounds in terms of composition and structure.

Remarks/Examples:
Write chemical formulas for simple covalent (HCl, SO2, CO2, and CH4), ionic (Na+ + Cl- +NaCl) and molecular (O2, H2O) compounds. Predict the formulas of ionic compounds based on the number of valence electrons and the charges on the ions.

○ VERY GOOD ALIGNMENT ○ GOOD ALIGNMENT ◉ **FAIR ALIGNMENT** ○ POOR ALIGNMENT ○ VERY POOR/NO ALIGNMENT
Justification:
The biomolecule section is weak, but water section covers some of this.

66. **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:

67. **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.

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

Justification:

68. **LAFS.910.RST.1.2:** Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

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

69. **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.

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

70. **LAFS.910.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 9–10 texts and topics.

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

71. **LAFS.910.RST.2.5:** Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

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

72. **LAFS.910.RST.2.6:** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

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

73. **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.

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

74. **LAFS.910.RST.3.8:** Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

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

75. **LAFS.910.RST.3.9:** Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

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

76. **LAFS.910.RST.4.10:** By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

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

77. **LAFS.910.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 9–10 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 set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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

78. **LAFS.910.SL.1.2:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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

79. **LAFS.910.SL.1.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

80. **LAFS.910.SL.2.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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

81. **LAFS.910.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:

82. **LAFS.910.WHST.1.1:** Write arguments focused on discipline-specific content.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
c. Use words, phrases, and clauses 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:

83. **LAFS.910.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 ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with well-chosen, relevant, and sufficient 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 ideas and concepts.
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

84. **LAFS.910.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:

85. **LAFS.910.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:

86. **LAFS.910.WHST.2.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

87. **LAFS.910.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:

88. **LAFS.910.WHST.3.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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

89. **LAFS.910.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:

90. **LAFS.910.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:

91. **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:

92. **MAFS.912.F-IF.3.7:** Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
a. Graph linear and quadratic functions and show intercepts, maxima, and minima.
b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
d. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.
e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude, and using phase shift.

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

93. **MAFS.912.G-MG.1.2:** Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).

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

94. **MAFS.912.N-Q.1.1:** Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

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

95. **MAFS.912.N-Q.1.3:** Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

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

96. **MAFS.912.S-IC.2.6:** Evaluate reports based on data.

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

97. **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:

98. **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:

99. **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:
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:

100. **MAFS.912.S-ID.1.4:** Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

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

101. **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:

102. **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:

103. **HE.912.C.1.5:** Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.

Remarks/Examples:
Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.

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

104. **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:

105. **HE.912.C.1.8:** Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.

Remarks/Examples:
Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence.

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

106. **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:
NA

107. **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:
NA