**This advisory recommendation has not been approved by the Instructional Quality Commission or the State Board of Education.**

# REVIEW PANEL ADVISORY RECOMMENDATION 2018 SCIENCE ADOPTION OF INSTRUCTIONAL MATERIALS

| **Publisher** | **Program** | **Grade Level(s)** |
| --- | --- | --- |
| Activate Learning | IQWST California Edition | 6–8i |

## Program Summary:

IQWST California Edition includes: Student Edition (SE), Teacher Edition (TE), Activity (A), Reading (R), Overview (OV), Teacher Portal (TP), Student Portal (SP).

## Recommendation:

IQWST California Edition is recommended for adoption for 6–8i because the instructional materials include content as specified in the Next Generation Science Standards for California Public Schools (CA NGSS) and meet all the criteria in Category 1 with strengths in categories 2–5.

## Criteria Category 1: Alignment with the CA NGSS Three-Dimensional Learning

The program includes content as specified in the CA NGSS and includes a well-defined sequence of instructional opportunities that provides a path for all students to become proficient in all grade-level performance expectations.

**Citations:**

* Criterion #1: Grade 6, Module 6.1 TE p. 5; Grade 7, Module 7.3 TE p. 10; Grade 8, Module 8.2 TE p. 6. There were numerous exemplars of the standards being fully covered in grade 6-8.
* Criterion #2: Grade 6, Module 6.2 SE pp. 49-62; Grade 7, Module 7.1 SE pp. 21-29; Grade 8, Module 8.1 SE pp. 1-20. Instructional resources engage students in using text, discourse, and experiential learning to develop mastery of the three integrated dimensions of the CA NGSS.
* Criterion #4: Grades 6-8, OV pp. 4, 12. Instructional resources progressively build students’ abilities to meet all grade-level Performance Expectations through a three-dimensional instructional sequence.

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* Criterion #15: Grades 6-8, OV p. 62; Grade 6, Module 6.3 TE 4. Instructional resources examine humanity’s place in ecological systems and the necessity for the protection of the environment. Resources include instructional content based upon the Environmental Principles and Concepts developed by the California Environmental Protection Agency.
* Criterion #18: Grades 6-8, OV p. 62; Grade 7, Module 7.2 TE p. 267. Instructional resources address the applications of science in the development of technologies and in fields such as agriculture, medicine, engineering, and environmental protection.

## Criteria Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the CA NGSS.

**Citations:**

* Criterion #1: Grades 6-8, OV pp. 9, 12, 13, 64, 65, 76; Grades 6-8, TE p. vii. Sequential organization provides structure concerning what students should learn each year and allows teachers to convey the science content incorporating the three-dimensional learning expressed in the CA NGSS.
* Criterion #2: Grades 6-8, OV pp. 4, 8, 49, 70; Grade 6, Module 6.1 TE p. 3; Grade 7, Module 7.3 TE p. 7; Grade 8, Module 8.1 TE pp. 5, 17. Instructional resources support teacher questioning strategies as a tool to assess students' knowledge and skills, promote student-to-student discourse, and guide student learning.
* Criterion #5: Grade 6, Module 6.1 TE pp. vii, x, xi; Grade 7, Module 7.1 TE pp. vii, xi, 10; Grade 8, Module 8.1 TE pp. vii, x, 10. Instructional resources are grade-level specific and provide instructional content for 180 days of instruction for at least one daily class period and the necessary instructional time.
* Criterion #7: Grades 6-8, OV pp. 9, 12, 13, 17, 27, 28, 31; Grade 6, Module 6.2 TE p. 12; Grade 7, Module 7.1 TE p. 75; Grade 8, Module 8.2 TE p. 110. Resources include explanations regarding how the SEPs, DCIs, and CCCs work together to support students in making sense of phenomena and/or to design solutions to problems and build toward the PEs of the CA NGSS.
* Criterion #13: Grades 6-8, OV pp. 3, 4, 9, 12, 13; Grades 6-8, TE p. vii. Student tasks, including end-of-chapter or culminating problems and exercises, are three-dimensional in nature and build in complexity throughout the year and across years.

## Criteria Category 3: Assessment

The program includes multiple models of both formative and summative assessment tasks for measuring what students know and are able to do and provides guidance for teachers on how to use scoring rubrics and interpret assessment results to guide instruction.

**Citations:**

* Criterion #3: Grade 6, Module 6.1 TE p. 46; Grade 7, Module 7.1 TE p. 21; Grade 8, Module 8.1 TE p. 33; Grades 6-8, OV p. 73. Teacher materials provide support to engage students in tasks that afford both learning and formative assessment opportunities. Teacher materials provide guidance on how to embed formative assessment activities in the broader learning activity.
* Criterion #8: Grade 6, Module 6.3 TE p. 296; Grade 7, Module 7.1 TE p. 306; Grade 8, Module 8.3 TE p. 312. Assessments show students’ progress toward meeting the three-dimensions of the CA NGSS through both writing and performance tasks. Student written responses are consistent with the grade-level writing and mathematics requirements in the CA CCSS for ELA/Literacy and the CA CCSSM.
* Criterion #9: Grade 6, Module 6.1 TE p. 103; Grade 7, Module 7.1 TE p. 5; TP/Lesson Planning Resources/Assessment Bank Key; Teacher resources include student work expectations, analytical rubrics for scoring performance tasks, and examples of student work.
* Criterion #10: Grade 7, Module 7.4 TE p. 353; Grade 8, Module 8.2 TE p. 314. Assessment tools include multiple measures of student performance as addressed in the assessment chapter in the CA Science Framework.

## Criteria Category 4: Access and Equity

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students and provide teachers with suggestions for differentiation for students with special needs.

**Citations:**

* Criterion #1: Grade 8, Module 8.2 TE 38. The instructional resources reflect the differentiation goals of Chapter 10: Access and Equity.
* Criterion #2: Grade 6, Module 6.1 TE p. 3. At every grade level, suggested lessons and teacher resources include a research-based strategy to address the needs of English learners consistent with the CA ELD Standards.
* Criterion #3: Grade 8, Module 8.1 TE p. ix. Across all grade levels instructional resources incorporate instructional strategies to address the needs of students with visual impairments.
* Criterion #4: Grade 6, Module 6.2 TE p. 2. Teacher resources supply a differentiated path for all students – special needs, English learners (standard and long term), students living in poverty, foster youth, girls and young women, advanced learners, and students with disabilities, below grade level in science, three-dimensional learning, literacy and mathematical skills.

## Criteria Category 5: Instructional Planning and Support

The instructional materials provide coherent guidelines for teachers to follow when planning three-dimensional instruction and are designed to help teachers provide effective standards-based instruction.

**Citations:**

* Criterion #1: Grade 6-8, OV p. 66. Program resources include a curriculum guide for the academic instructional year for teachers to follow when planning for 180 days of instruction.
* Criterion #2: Grade 6, TE p. x; Grade 7, TE p. xi; Grade 8, TE p. x. Teacher resources provide instructional time for each activity, lesson, chapter, and unit which allows for student engagement in the SEPs and engineering design projects.
* Criterion #7: Grade 6, Module 6.1 p. TE 17, SE p. 1; Grade 7, Module 7.1 TE p. 23, SE p. 1; Grade 8, Module 8.1 TE p. 35, SE p. 1. Teacher and student resources have correlating page numbers in print resources or corresponding references in electronic resources.
* Criterion #8: Grade 6-8, OV pp. 3, 13, 28-30. Teacher resources include a planning guide that describes the relationships between the components of the program and how to use all the components to meet all of the CA NGSS.

## Edits and Corrections:

The following edits and corrections must be made as a condition of adoption:

| # | Grade Level | Component | Page Number(s) | Current Text | Proposed Corrected Text | Reason for Edit |
| --- | --- | --- | --- | --- | --- | --- |
| 1 |  | Overview | p. 74 | “Access to on-line support” | “Access to online support” | Grammar and spelling |
| 2 |  | Overview | p. 78 | General Safety for Teachers – bullet #2 “f you will be using chemicals” | “If you will be using chemicals” | Grammar and spelling |
| 3 |  | Overview | p. 75 | One key way to use school library personnel is to have someone help students to understand when they can copy photographs or text from other sources using their URL extensions (.gov or.edu, for example) as a cue to their likely validity. | “One key way to use school library personnel is to have someone help students to understand when they can copy photographs or text from other sources using their URL extensions (.gov or.edu, for  example) as a cue to their likely validity, accuracy, and possible bias.” | Clarification |

## Social Content Citations:

The panel identified the following social content violations:

[List citations in the table template provided. For each edit include the citation code from the yellow chart, the grade level, component and page number, the current text or image(s), the suggested correction, and the reason for the citation. For example:]

| # | SC Code | Grade Level | Component | Page Number(s) | Current Text | Proposed Corrected Text | Reason for Citation |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | L.1 | 7 | 7.3 | TE p. 375 | Lists M&Ms as a material | Use “small round chocolate candies” instead | Brand names and corporate logos |

California Department of Education, August 2018