**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)** |
| --- | --- | --- |
| Discovery Education, Inc. | Discovery Education Science Techbook for California NGSS | K–8i |

**Program Summary:**

Discovery Education Science Techbook for California NGSS includes: Discovery Education Science Techbook for California NGSS includes: Digital Core Resource; Optional: Core Text Companion; abbreviations include Technology Enhanced Item (TEI), Hands-On Activity (HOA), Hands-On Lab (HOL), Core Interactive Text (CIT), Reading Passage (RP), STEM Project Starter (STEM PS), Performance Based Assessment (PBA), Video (V).

**Recommendation:**

Discovery Education, Inc., Discovery Education Science Techbook for California NGSS is recommended for adoption for K–8 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:

GK, Living Things and the Environment, Helping the Environment, Model Lesson

<https://app.discoveryeducation.com/learn/techbook/units/fd37a9b6-7d37-4c87-a021-e3b6d62378ea/concepts/1df9c448-f9d0-4808-b5c2-48c0d02bb050/lesson>

G1, Plant Shapes, Concepts: Growing Plants, Model Lesson

1

<https://app.discoveryeducation.com/learn/techbook/units/8fdeefc9-9522-439c-99a8-15a26ecac98c/concepts/3d0a2ef3-01d9-48a2-ae2a-6ea27040adfb/lesson>

G2, Landscape Shapes, Concept: Mapping Landscapes, Model Lesson

<https://app.discoveryeducation.com/learn/techbook/units/9b3ad964-0c66-4a4e-90bb-705a08876a5d/concepts/3df5e3da-1ab7-4181-b8e2-4dd841148f31/lesson>

G3, Life Cycles for Survival, Concept: Inherited Traits, Model Lesson

<https://app.discoveryeducation.com/learn/techbook/units/99ef9623-0e95-45bc-bfe2-62d98a51fa22/concepts/9c765a3a-f82c-43dc-af8d-79059ae1be02/lesson>

G4, Earthquakes, Concept: Earthquake Waves, Model Lesson

<https://app.discoveryeducation.com/learn/techbook/units/3cee9919-e807-4a9e-a5a9-a7b1001affb4/concepts/cc233e10-3a67-4a61-ab75-b5842047d730/lesson>

G5, Interacting Earth Systems, Concept: Water as a Valuable Natural Resource, Model Lesson

<https://app.discoveryeducation.com/learn/techbook/units/07bba5d6-b9d3-429b-a395-ab9c8dde13a4/concepts/5af92c15-e14b-4fef-a6be-e3abeb9dab43/lesson>

G6, Causes of Weather, Concept: Weather Patterns, Model Lesson

<https://app.discoveryeducation.com/learn/techbook/units/918b8ab7-070f-45d5-9711-05ad0ad07514/concepts/1b7e5850-9b8b-4b8d-a0e3-124ff8975340>

G7, Matter Cycles and Energy Flow, Concept: Formation of Rocks, Model Lesson

<https://app.discoveryeducation.com/learn/techbook/units/615fea87-6e04-4769-9836-27fe50b57aff/concepts/ddcd5931-a584-4b35-af12-6619bb236ee3/lesson>

G8, Moving Planets, Concept: Observing Planetary Objects, Model Lesson

<https://app.discoveryeducation.com/learn/techbook/units/080b22a8-fb6d-4a66-9231-98d10c3e2c43/concepts/ee7933e1-0bd7-45df-9039-e5fbf3fe247c>

These citations meet the criterion of full year-long alignment for every grade level of the CA framework.

* Criterion #2:

GK, Motion and Change,Concept: Push and Pull, Model Lesson,

[NGSS Standards Overview](https://app.discoveryeducation.com/learn/techbook/units/12b141ea-1b32-4396-942e-06e8827bf0ea/concepts/b70a82d6-3b7c-46bc-99ca-51bcd92c6b6e/lesson/sections/e051ae94-779c-47df-b06a-afd9491e9ff7)

<https://app.discoveryeducation.com/learn/techbook/units/12b141ea-1b32-4396-942e-06e8827bf0ea/concepts/b70a82d6-3b7c-46bc-99ca-51bcd92c6b6e/lesson/sections/e051ae94-779c-47df-b06a-afd9491e9ff7>

In this criteria, there is evidence of instructional resources that engage students in using text, discourse, and experiential learning to develop mastery of the three dimensions.

* Criterion #3:

G4, Car Crashes, Energy and Motion, Explore, [5th Teacher Note](https://app.discoveryeducation.com/learn/techbook/units/17ad9d17-7835-43d9-9d51-5062e6a2f9c0/concepts/73013bef-2756-4877-bcac-0172caf8489a/tabs/759da9a7-2edf-4cde-9515-7081ca990764/pages/6e44b5ab-b706-4e7e-88aa-800f75d56e62/language/eng/reading_level/10),

<https://app.discoveryeducation.com/learn/techbook/units/17ad9d17-7835-43d9-9d51-5062e6a2f9c0/concepts/73013bef-2756-4877-bcac-0172caf8489a/tabs/759da9a7-2edf-4cde-9515-7081ca990764>

The instructional resources reflect the full content of the CA Science Framework allowing teachers to engage students in using each of SEPs in multiple contexts and to use and apply the CCCs to connect ideas across science topics.

* Criterion #5:

GK, Unit Page: Plant and Animal Needs

<https://app.discoveryeducation.com/learn/techbook/units/64b0881b-e992-4fc6-9cc4-21c9bb7896f1>

This example shows that teacher resources support instructional opportunities and assessments that engage students in three-dimensional learning.

* Criterion #11:

G3, Understanding Fossils, Surviving in Changing Environments, Explore, How Can You Find Clues in Fossils? 2nd Teacher Note & Fossil Images 1-4

<https://app.discoveryeducation.com/learn/techbook/units/a555118c-9e0a-4c27-9466-185f1e787bff/concepts/a4fd709c-53fb-499e-b51c-f1193fced47b>

This exemplar shows that resources include examples of people and groups from different demographics that make important contributions to society through science and technology.

* Criterion #12:

G2, Materials from the Land, Material Properties, Model Lesson, Differentiation Strategies

<https://app.discoveryeducation.com/learn/techbook/units/3c94ea36-5a25-4e6a-8af7-d5860d90ae3f/concepts/d09988ab-bc12-4180-ae95-af88febed2c5/lesson/sections/f7f5752b-c7c9-4e37-9082-34b2c2a2131e>

[This citation shows](https://app.discoveryeducation.com/learn/techbook/units/3c94ea36-5a25-4e6a-8af7-d5860d90ae3f/concepts/d09988ab-bc12-4180-ae95-af88febed2c5/lesson/sections/f7f5752b-c7c9-4e37-9082-34b2c2a2131e) the linkages to CA Common Core State standards for English Language Arts, ELD, Math, and History/Social Studies.

**Criteria Category 2: Program Organization**

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

**Citations:**

* Criterion #3:

G3, Life Cycles for Survival, Inherited Traits, Model Lesson, Teacher Preparation

<https://app.discoveryeducation.com/learn/techbook/units/99ef9623-0e95-45bc-bfe2-62d98a51fa22/concepts/9c765a3a-f82c-43dc-af8d-79059ae1be02/lesson/sections/11d35ae4-cd10-4766-9d88-d6da2ec11712>

G6, Causes of Weather, Weather Patterns, Engage, TEI: Mountain Effects, TEI: Changes in Atmosphere, TEI: Explain Your Answer.

<https://app.discoveryeducation.com/learn/techbook/units/918b8ab7-070f-45d5-9711-05ad0ad07514/concepts/1b7e5850-9b8b-4b8d-a0e3-124ff8975340/tabs/5a1b6f8b-c6bf-4208-87dd-7b3b66692147>

In the above citations and throughout the program, instructional resources explicitly state which knowledge and skills learned in prior grades or units are applied and extended to accommodate new knowledge and skills.

* Criterion #4:

G4, Energy Resources, About Fuels, Model Lesson, Differentiation Strategies

<https://app.discoveryeducation.com/learn/techbook/units/d3eadfcf-ab8d-4c71-b48c-74a86c6dac86/concepts/87edea6b-8637-4ecf-bed9-aa256b928327/lesson/sections/cb3db916-2f01-41af-8268-49d0ccc457ef>

G6, Our Changing Climate, Causes of Climate Change, Model Lesson, Differentiation Strategies

<https://app.discoveryeducation.com/learn/techbook/units/881ed9b5-88fb-4334-8b92-2f5a98b58dbc/concepts/8d692aff-57be-409b-8ad8-6435b132f4b7/lesson/sections/0bb9b34f-ac67-4b8c-a589-4bf14d05988e>

GK, Motion and Change, Controlling Motion, Engage, 1st Teacher Note

<https://app.discoveryeducation.com/learn/techbook/units/12b141ea-1b32-4396-942e-06e8827bf0ea/concepts/c92c6480-b155-4679-b747-3725f407a393/tabs/5a1b6f8b-c6bf-4208-87dd-7b3b66692147>

There is evidence in the above citations of how teacher resources provide support to engage students in three-dimensional learning. Research-based strategies are available to assist in eliciting student thinking and supporting student discourse.

* Criterion #7:

G1, Animal Sounds, Response to Sound, Explore, Teacher Notes

<https://app.discoveryeducation.com/learn/techbook/units/968cfa53-096e-4665-9be9-1e2865887453/concepts/a55cfdec-e0f0-4f30-8d68-c4bad68bf048/tabs/759da9a7-2edf-4cde-9515-7081ca990764>

G5, Interacting Earth Systems, Hydrosphere and Biosphere Interactions, Explore, Teacher Notes

<https://app.discoveryeducation.com/learn/techbook/units/07bba5d6-b9d3-429b-a395-ab9c8dde13a4/concepts/33e64e91-6cc1-4619-b771-61b0b79d0a17/tabs/759da9a7-2edf-4cde-9515-7081ca990764>

All examples cited by the publisher, including the two above, include explanations to teachers regarding how the SEPs, DCIs, and CCCs work together to support students in working sense of phenomena and/or to design solutions to problems and build toward the performance expectations (PEs) of the CA NGSS.

**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 #1:

GK, Living Things and the Environment, Helping the Environment, Explore, What Are Some Ways to Reduce Our Use of Natural Resources? TEI: Graph the Data

<https://app.discoveryeducation.com/learn/techbook/units/fd37a9b6-7d37-4c87-a021-e3b6d62378ea/concepts/1df9c448-f9d0-4808-b5c2-48c0d02bb050/tabs/759da9a7-2edf-4cde-9515-7081ca990764>

Assessments in the instructional resources reflect the three-dimensional nature of the CA NGSS and the CA Science Framework. Assessment tools measure what students know and are able to do, as defined by the PEs in the CA NGSS.

* Criterion #3:

G5, Interacting Earth Systems, Hydrosphere and Biosphere Interactions, Explain

<https://app.discoveryeducation.com/learn/techbook/units/07bba5d6-b9d3-429b-a395-ab9c8dde13a4/concepts/33e64e91-6cc1-4619-b771-61b0b79d0a17/tabs/0df56444-5400-41eb-a6ce-de52b7efb950>

Explaining Hydrosphere and Biosphere Interactions (see also the Teacher’s Guide), shows evidence of how teacher materials provide support to engage students in tasks that afford both learning and formative assessment opportunities at the same time and provide guidance to teachers on how to embed formative assessment activities in the broader learning activity.

* Criterion #6:

G2, Materials from the Land, Changing Materials, Explore, How Can Mixtures Be Separated? HOA: Separating a Mixture (see also the Teacher Guide)

<https://app.discoveryeducation.com/learn/techbook/units/3c94ea36-5a25-4e6a-8af7-d5860d90ae3f/concepts/35a99a2c-364d-4a9f-990d-db45f1c701fd/tabs/759da9a7-2edf-4cde-9515-7081ca990764>

This shows evidence of how teacher resources supply a differentiated path for diverse students to build toward the PEs of the CA NGSS. The formative assessment tasks are designed to support teachers in collecting and analyzing data about student conceptual understanding.

**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:**

* Criteria #2:

G6, Causes and Effects of Regional Climates, Concept: Creating Climate Regions, Model Lesson, Differentiation Strategies

<https://app.discoveryeducation.com/learn/techbook/units/9109bf96-1bd0-48a3-b52c-0d1a2f7c0308/concepts/bc0bff4f-1b03-4b12-a1e4-97584c91b175/lesson/sections/48478e18-ddd9-45d7-ad9b-85d327964b71>

This citation provides evidence that resources meet the needs of English Learners as a specific category of students.

* Criteria #3:

G1, Animal Sounds, Animal Noises, Model Lesson, Differentiation Strategies

<https://app.discoveryeducation.com/learn/techbook/units/968cfa53-096e-4665-9be9-1e2865887453/concepts/9f3e9415-c46b-490c-a85f-f0cad7958aa0/lesson/sections/e5500be1-82d6-4212-992b-f7d2dbac2970>

This citation provides further evidence that all student needs are met through diversity in scaffolds and differentiation.

* Criteria #4:

G7, Matter Cycles and Energy Flow, Matter and Energy in Living Systems, Click on Toolbar, Language and Display Options button (Aa)

<https://app.discoveryeducation.com/learn/techbook/units/615fea87-6e04-4769-9836-27fe50b57aff/concepts/9c98cadb-d631-4673-ad4a-586a7acfaa05>

This resource provides differentiated paths for all students within instructional resources, and guidance to support students whose special needs include ELs, foster youth, girls and young women, advanced learners, and students with disabilities in science skills, three-dimensional learning, literacy or math 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 #6:

G2, Biodiversity in Habitats, Unit: Performance-Based Assessment: [Eco-Friendly Outdoor Area](https://app.discoveryeducation.com/learn/player/5f1073c7-831a-4601-834a-85dd630b7995) (see also the [Teacher Guide](https://gtm-media-3.discoveryeducation.com/v3.4/DSC/data/STB_CA_G2_U4_EcoFriendlyArea_PBA_HOA_TG_FINAL.pdf))

<https://app.discoveryeducation.com/learn/techbook/units/1121860a-105f-4ecf-9f57-f072ce384f22/resources>

G1, Plant Shapes, Designing for Plants, Elaborate, STEM Project Starter: Comparing Bridges, [TEI: Bridge Design, TEI: Comparing Bridges, TEI: Making a Conclusion, TEI: Improving Your Design](https://app.discoveryeducation.com/learn/techbook/units/8fdeefc9-9522-439c-99a8-15a26ecac98c/concepts/43953b51-a593-42c7-ad05-d9fde851fe08/tabs/054d49d8-d8f5-4203-b276-19e25b56cc5f/pages/E9AC305B-7C29-464E-BF3D-0B224823A699)

<https://app.discoveryeducation.com/learn/techbook/units/8fdeefc9-9522-439c-99a8-15a26ecac98c/concepts/43953b51-a593-42c7-ad05-d9fde851fe08/tabs/054d49d8-d8f5-4203-b276-19e25b56cc5f/pages/39af2bcf-54af-45ae-af27-11ff8588ba4f>

G8, Moving Planets, Energy in the Universe, Explore, p1, What is the Kinetic Energy of Orbits in the Solar System?, [HOA: Kinetic Energy of Orbits](https://app.discoveryeducation.com/learn/player/14e3deac-2046-4280-a7ed-194f1a55dd5b) (see also the [Teacher Guide](https://gtm-media-3.discoveryeducation.com/v3.4/DSC/data/STB_CA_G8_U2_C4_EnergyUniverse_KineticEnergyOrbit_HOA_TG_FINAL.pdf))

<https://app.discoveryeducation.com/learn/techbook/units/080b22a8-fb6d-4a66-9231-98d10c3e2c43/concepts/2d6d353b-d274-4dd5-bf77-e8fd8166d938/tabs/759da9a7-2edf-4cde-9515-7081ca990764>

These citations show how student tasks and assessments are supported with guidance for the teacher on implementation and evaluation.

* Criterion #15:

G5, What is Matter Made Of, Changes to Matter, Explore, Explore More Resources, Reading Passage:Shuttle Launch!

<https://app.discoveryeducation.com/learn/techbook/units/5e011d97-98f2-449d-8765-18043eb88141/concepts/e079bea7-516b-4734-996b-f24af4665e12/tabs/759da9a7-2edf-4cde-9515-7081ca990764/pages/2724f5b3-144b-40cd-b031-4748c003bd42>

G8, Life’s Unity and Diversity, Evolution and Natural Selection, Model Lesson, Teacher Preparation,Background for Teacher

https://app.discoveryeducation.com/learn/techbook/units/d634d618-3648-4039-98ec-0d6ebb3cb9b7/concepts/2b60427d-916b-410c-973e-bea248dc8d5d/lesson/sections/eedad2e1-a568-439d-86c9-bad01f28757 (link no longer available)

These examples demonstrate that the program provides information for teachers and students about important people, ideas, and scientific principles.

* Criterion #20:

G3, Weather Impacts, Predicting Weather, Elaborate, STEM Project Starter: [Graphical Weather Maps](https://app.discoveryeducation.com/learn/techbook/units/d4f0896d-0754-405b-9466-55dd873c3ca0/concepts/360d6986-f4ff-463f-96a3-770d8674eea9/tabs/054d49d8-d8f5-4203-b276-19e25b56cc5f/pages/9065678d-f56c-499d-8ae8-8064438a906e)

<https://app.discoveryeducation.com/learn/techbook/units/d4f0896d-0754-405b-9466-55dd873c3ca0/concepts/360d6986-f4ff-463f-96a3-770d8674eea9/tabs/054d49d8-d8f5-4203-b276-19e25b56cc5f/pages/bc910fac-44c8-41b1-a1f0-799df9cddcad>

G4 Senses and Survival, Communication and Information Transfer, Elaborate, STEM Project Starter: [Bat Chat](https://app.discoveryeducation.com/learn/techbook/units/8bc8b2f3-e1b4-4fe6-b9b2-c15ee76c7427/concepts/2e983df2-112a-4972-a870-b4f9c54e8bc0/tabs/054d49d8-d8f5-4203-b276-19e25b56cc5f/pages/a8ddc8fc-65e8-4000-8f5b-1cf82a488206)

<https://app.discoveryeducation.com/learn/techbook/units/8bc8b2f3-e1b4-4fe6-b9b2-c15ee76c7427/concepts/2e983df2-112a-4972-a870-b4f9c54e8bc0/tabs/054d49d8-d8f5-4203-b276-19e25b56cc5f/pages/ab9db098-e146-4941-8bf7-39fd5d2c298d>

G7, Shaping Earth’s Resources and Ecosystems, Earth’s Moving Surface, Elaborate, STEM Project Starter: [Tectonic Activity in My State](https://app.discoveryeducation.com/learn/techbook/units/94f58423-3d4a-47f4-8b35-569800b108f3/concepts/17e66da9-4220-4188-bc52-0a6c91176978/tabs/054d49d8-d8f5-4203-b276-19e25b56cc5f/pages/47434F31-3BA9-4925-AE40-DF2E8DDF6A63).

<https://app.discoveryeducation.com/learn/techbook/units/94f58423-3d4a-47f4-8b35-569800b108f3/concepts/17e66da9-4220-4188-bc52-0a6c91176978/tabs/054d49d8-d8f5-4203-b276-19e25b56cc5f/pages/e5503d97-8b71-4fd8-aa02-d6b99b5382c2>

These citations show how the program provides information for teachers on the effective use of library and media resources to complement the standards. These resources also provide suggestions for teaching students how to use these tools.

## 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 | K | HOA/T | Weather and Shelter > Sunshine and Shade > Explore > How Does Sunlight Affect the Temperature of an Object? > Hands-On Activity: The Sun Heats Up the Earth (see also the Teacher’s Guide)<https://gtm-media-3.discoveryeducation.com/v3.4/DSC/data/STB_CA_K-2_SunHeatsEarth_HOA_TG_FINAL.pdf> | “In this activity, students measure the temperature of sand over time as it heats up sunlight.” | Text should say “In this activity, students measure the temperature of sand over time as it heats up **in the** sunlight.” | Missing words |
| 2 | K | RP | Weather and Shelter > Sunshine and Shade > Explore > How Does Sunlight Affect the Temperature of an Object? > Reading Passage: The Warm Sun page 3<https://app.discoveryeducation.com/learn/player/fb11b52c-b2a0-44e3-a830-467f48471105> | Some places have “special windows” to trap the sun’s heat. | “special panels” or replace photo with one of sky lights | Words do not match photo |
| 3 | 1 | TB | Grade 1 > Shadows, Light, Motion in the Sky > Concept: Sunlight<https://app.discoveryeducation.com/learn/techbook/units/63A47FA7-A350-48A3-93CC-3CE8027DB5D7/concepts/C66222DA-96A2-47B6-ACE2-FF7C246F8D3A> | “Students will dive deeper into phases of the moon in grade five.” | Remove statement | Statement not needed |
| 4 | 1 | PBA | Grade 1 Unit: Plant Shapes > Performance Based Assessment: Pizza Garden<https://app.discoveryeducation.com/learn/player/008cfedf-2453-4150-94a2-e8a94eaa690e> | Text says, “Her bag” | Change spacing so the text says “her bag”. | Spacing issue |
| 5 | 3 | STEM PS | Grade 3 > Weather Impacts > Predicting Weather > Elaborate > STEM Project Starter: Graphical Weather Maps “first teacher note”<https://app.discoveryeducation.com/learn/techbook/units/d4f0896d-0754-405b-9466-55dd873c3ca0/concepts/360d6986-f4ff-463f-96a3-770d8674eea9/tabs/054d49d8-d8f5-4203-b276-19e25b56cc5f/pages/9065678d-f56c-499d-8ae8-8064438a906e> | “A score of one would indicated the source of the information is credible and scientific accurate. A score of 4 would indicated that they could not locate the source of the data and could not provide evidence that the information is accurate.”“scientific” | Reverse scoring scale: Higher score should match the “4” lower score should match the “4” in the Teacher Note.“scientifically” | Reverse scoring scaleGrammatical error |
| 6 | 4 | PBA | Earthquakes > Unit Performance Based Assessment: Ready for the Big One?<https://app.discoveryeducation.com/learn/player/a482d9aa-2801-4453-a3d5-a36225c4b98e> | “…the San Andreas Fault. It goes along **the entire** length of the state.” | …goes along **most** of the length of the state.or delete ”the entire” | Simple factual error |
| 7 | 5 | V | What is Matter Made Of > A Model of Matter > Explore > Explore More Resources > Video: The Tiniest Particles<https://app.discoveryeducation.com/learn/player/db489e78-8a6b-4ad9-9547-70dc8f17e8b4> | Video describes atoms. | Become a teacher note for differentiation for advanced learners? | A differentiation for advanced learners |
| 8 | 5 | RP | Interacting Earth Systems > Hydrosphere and Biosphere Interactions > Explore > Explore More Resources >Reading Passage: Freshwater Ecosystems p. 1, paragraph 3<https://app.discoveryeducation.com/learn/player/023287ca-f6b9-4e42-8b26-387b306cb583> | “Light does not reach the bottom of a lake.” | Omit sentence (Some lakes do get light at the bottom.) | Simple factual error |
| 9 | 6 | TB | Systems on Earth > Concept: Earth’s Interacting Systems<https://app.discoveryeducation.com/learn/techbook/units/2b08e577-9c61-44fb-be3b-d12ca17844a8/concepts/7cb0c9af-f0d9-4f4b-9309-0c471aae8f77> | “Earth is made up of four major systems. The geosphere is the Earth’s crust, both on the continents and beneath the oceans. The hydrosphere includes Earth’s water, regardless of its location. The atmosphere is the layer of gasses that surround the planet. The biosphere includes…” | The word atmosphere should be highlighted in the passage as are the other spheres | Highlighting error |
| 10 | 6 | TB | Systems on Earth > Body Systems > Explore > p2 > How Does the Body React to Stress?<https://app.discoveryeducation.com/learn/techbook/units/2b08e577-9c61-44fb-be3b-d12ca17844a8/concepts/c708e9b1-7b14-429f-8b95-aaac626958b0/tabs/759da9a7-2edf-4cde-9515-7081ca990764/pages/12efb916-eea5-4ab4-8a66-154517afc177/language/eng/reading_level/10> | Body model does not have placenta labeled. | Label placenta with (in female) | Labeling error |
| 11 | 6 | TB | Causes and Effects of Regional Climates > Creating Climate Regions > Explain > Explaining Creating Climate Regions (see also the Scientific Explanation Teacher’s Guide)<https://gtm-media-3.discoveryeducation.com/v3.4/DSC/data/pdfs/SciExplan_TG_FINAL_AG.pdf> | Link goes to explaining weather patterns | Correct link | Incorrect link |
| 12 | 6 | TB | Our Changing Climate>Causes of Climate Change>Explore> p 2> 1st Teacher Note<https://app.discoveryeducation.com/learn/techbook/units/881ed9b5-88fb-4334-8b92-2f5a98b58dbc/concepts/8d692aff-57be-409b-8ad8-6435b132f4b7/tabs/759da9a7-2edf-4cde-9515-7081ca990764/pages/4bd0abb4-907d-4af9-ba01-9e964f901db9> | “…temperaturesnd…” | “…temperatures and…” | Spacing issue |
| 13 | 7 | TB | Matter Cycles and Energy Flow > Matter and Energy in Living Systems > Explore > p1 > How Do Plants and Other Organisms Produce Food by Photosynthesis?<https://app.discoveryeducation.com/learn/techbook/units/615fea87-6e04-4769-9836-27fe50b57aff/concepts/9c98cadb-d631-4673-ad4a-586a7acfaa05/tabs/759da9a7-2edf-4cde-9515-7081ca990764/pages/fe778469-7f34-4d46-a138-5e9b8fba1875/language/eng/reading_level/10> | in the paragraph under teacher note titled, “connections”, there is a space missing between sentence ending withText says, “involved.In all” | Text should say, “involved. In all…” | Grammatical error |
| 14 | 7 | RP | Matter Cycles and Energy Flow > Matter and Energy in Living Systems > Explore > Explore More Resources > Reading Passage: Plants and Photosynthesis<https://app.discoveryeducation.com/learn/player/bcaf178f-05c2-4147-907c-d7a37f94a771> | 5th page only has a caption about a leaves. | Move caption to appear with appropriate image on page 4. | Caption and image need to be on same page |
| 15 | 7 | PBA | SEP: Developing Models Matter Cycles and Energy Flow > Unit Performance Based Assessment: Everything is Connected (see also the Teacher’s Guide)<https://gtm-media-3.discoveryeducation.com/v3.4/Techbook%20PDFs/STB_CA_G7_U2_MatterCycleEnergyFlow_PBA_TG_FINAL_rev.pdf> | This citation in the PE is a Life Science 1-6 | Needs to be changed to PS1-6 | Incorrect PE |
| 16 | 7 | HOA | From Matter to Organisms > Energy Flow in Ecosystems > Explore > How Does Energy from the Sun Flow through an Ecosystem? > Hands-On Activity: Energy Flow Teacher guide, line 3 of directions<https://gtm-media-3.discoveryeducation.com/v3.4/DSC/data/STB_CA_3-5_EnergyFlow_HOA_TG_FINAL.pdf> | Each student should receive 10 marbles of dry pasta to… | Take out “of dry pasta” | Error |
| 17 | 8 | V | Hydrofoiling with Kites<https://app.discoveryeducation.com/learn/techbook/units/56167ce6-eb14-4548-9e5b-e67ea0692ae7/concepts/e53b3b7a-cbb6-45fe-bf2a-9e37b0ebac3f/tabs/759da9a7-2edf-4cde-9515-7081ca990764/pages/9a8abbc6-2f8f-4ee4-a9ae-ccf8626c9663/language/eng/reading_level/10> | Link goes to rocket fuel teacher page. | Connect link to Hydrofoiling with Kites video | Incorrect link |
| 18 | 8 | TB | Monitoring Biodiversity > Nature of Waves<https://app.discoveryeducation.com/learn/techbook/units/aa3f2250-19ed-4cac-a653-618021d9c8be/concepts/f581a0c8-daeb-42a6-a072-c15afdb6c5cb/tabs/5a1b6f8b-c6bf-4208-87dd-7b3b66692147/pages/7b175524-ef11-4fe6-a019-2bdc33abd8b4/language/eng/reading_level/10> | ETS1-4 is covered in the lessons and not on the Model Lesson Standards Overview. | ETS 1-4 could be added to the list. | Missing ETS1-4 |

## Social Content Citations:

The panel identified no social content violations.

California Department of Education, August 2018