**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)** |
| --- | --- | --- |
| McGraw-Hill School Education LLC | California Inspire Science | 6–8i |

## Program Summary:

California Inspire Science includes: California Inspire Science includes: SE: Student Edition; TE: Teacher’s Edition; OL: Online.

## Recommendation:

California Inspire Science 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, Unit 1, Performance Expectations at a Glance, pp.x-xx; Grade 7, Unit 1, Performance Expectations at a Glance, pp.x-xxii; Grade 8, Unit 1, Performance Expectations at a Glance, pp.x-xx. The program instructional resources align to the CA NGSS at each grade level.
* Criterion #3: Grade 6, Unit 3, Teacher and Student Editions, pp.10-11; Grade 7, Unit 2, Teacher and Student Editions, pp.98-99. The program instructional resources reflect Science and Engineering Practices in multiple contexts and the Cross Cutting Concepts.
* Criterion #5: Grade 6, Unit 1, Teacher and Student Editions, p.63; Grade 8, Unit 2, Teacher and Student Editions, pp.95-102. The program teacher resources support instructional opportunities and assessments that engage students in three-dimensional learning.

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* Criterion #10: Grade 7, Unit 4, Module: Matter: and Energy in Ecosystems, Lesson 2: Flow of Energy, Lesson Library, Videos, Simulations, and Interactives, Animation: Food Webs; Grade 8, Unit 1, Teacher and Student Editions, p.142. The program science curriculum is enriched with opportunities for students to access informational texts, literature, simulations and other media related to science and engineering and it presents diverse examples of notable scientists and engineers.
* Criterion #14: Grade 6, Program Resources, Course Materials, Course Planning Resources, Supporting All Learners, Universal Access; Grade 7, Unit 1, Teacher Edition, pp.116-117. The program teacher resources provide guidance to support all students at all grade levels to develop their science-related language and reading abilities.

## Criteria Category 2: Program Organization

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

**Citations:**

* Criterion #5: Grade 6: TE Unit 2: pp.2E-2F, 6B; Unit 3: pp.2E-2F, 6B; Grade 7 TE Unit 3; p.2E-2F, 6B; Grade 7 TE Unit 80E-80F, 84B. Grades 6 and 7 are exemplars that show that the instructional resources are grade level specific and provide instructional content for 180 days of instruction for at least on daily class period, including an estimate of the necessary instructional time.
* Criterion #7: Grade 6: TE Unit 2, pp 78, 80-82, 88; Grade 7: TE Unit 1, pp.17, 28, 105; Grade 8: TE Unit 1, pp.36, 46-48, 53, 91. Grades 6, 7, and 8 are exemplars that show resources includes explanations to teachers 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. Teacher resources support understanding of how Pes are developed with in units and across units throughout a year.
* Criterion #9: Meaningful use of technology/video/simulations: Grade 6 Module: Cells & Life, PhET simulation: Membrane Channels; Grade 7: Module: Natural Hazards, video: Tornado Touchdown; Grade 8: Module: Information Technologies, animation: Fiber Optics; Use of measuring tools, spreadsheets and other software: Grade 6: Unit 3, p.76-78 SE/TE; Grade 7: Unit 1, p.60-61 SE/TE; Grade 8: Unit 2, p.250-251 SE/TE; Guidance about the use of Library Media Center: <https://my1.mheducation.com/coursemaps/course.php/folders/1726037/overview?clid=5003200023617>. Grades 6, 7, and 8 are exemplars that show resources that encourage the meaningful use of technologies such as video clips or computer simulations to investigate phenomena that cannot be directly experienced in the classroom; effective measuring tools and spreadsheets and other software to record, display, and analyze data. The materials support teachers as they introduce students to computational thinking and provide guidance to teachers on how science instruction may be improved by the effective use of library media centers and information literacy skills.
* Criterion #14: Grade 6, Unit 2: pgs. 78, 80-82, 83-88; Unit 3: pgs. 86, 88-90, 91-98. Grade 6 is an exemplar for suggesting student tasks, including end-of-chapter or culminating problems and exercises, and 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 #2: Grade 6, Unit 1, Teacher and Student Editions, p.5, Science Probes; Grade 8, Unit 1, Teacher and Student Editions, p.88, Teacher Toolbox. Instructional resources engage students in using text, discourse, and experiential learning to develop mastery of the three integrated dimensions of the CA NGSS: the Science and Engineering Practices (SEPs), Crosscutting Concepts (CCCs), and DCIs.
* Criterion #4: Grade 7, Unit 1, Teacher and Student Editions, pp.8-9, Claim/Evidence/Reasoning; Grade 8, Unit 4, Teacher and Student Editions, p.66, Three-Dimensional Thinking, Teacher Toolbox. Brief formative assessment tools provide teachers with strategies of how to address preconceptions during instruction. These strategies are to be differentiated for different age levels.
* Criterion #5: Grade 7, Unit 4, Teacher and Student Editions, p.59, STEM Module Project, Planning After Lesson 1. Assessments yield information teachers can use in planning and modifying instruction to help all students meet or exceed the standards. Grade 6, Unit 3, Teacher and Student Editions, p.18, Three-Dimensional Thinking.
* Criterion #8: Grade 7, Unit 2, Teacher and Student Editions, p.35, Three- Dimensional Thinking; Grade 8, Unit 2, Teacher and Student Editions, pp.78-79, Claim, Evidence, Reasoning. Students’ progress toward meeting the CA NGSS is assessed through both writing and performance tasks consistent with the grade-level writing and mathematics requirements in the CA CCSS for ELA/Literacy and the CA CCSSM.
* Criterion #10: Grade 6, Unit 2, Teacher and Student Editions, p.88, STEM Module Project, Create Your Presentation; Grade 7, Unit 3, Teacher and Student Editions, p.78, STEM Module Project, Be a News Anchor!; Grade 8, Unit 3, Teacher and Student Editions, p.31, It’s Your Turn- Reading Connection. Assessment tools include multiple measures, including, but not limited to, engineering design and lab practical tasks; performance-based tasks; open-ended, short answer and essay responses; lab reports; research projects; computational simulations; and oral presentations.

## 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, Unit 2 Energy and Motion, TE p.2I.; Grade 6, Review Program, Course Materials, Universal Access Handbook <https://my1.mheducation.com/coursemaps/course.php/folders/1727708/overview?clid=5003200023655>. Instructional resources reflect the goals of access and equity outlined in Chapter 10 of the CA Science Framework.
* Criterion #2: Grade 8, Unit 2 Energy and Motion, TE p.69; Grade 6 Unit 3 Energy in the Atmosphere, TE p.100I. Instructional materials and teacher resources include research-based strategies to address the needs of English Learners consistent with the CA ELD Standards.
* Criterion #3: Grade 8, Unit 4, The Sun-Earth-Moon System TE p.52I; Grade 7 Unit 2: Changing Earth SE p 33. Instructional resources incorporate strategies to address the needs of students with disabilities in lessons, assessments, and teacher resources, as appropriate, at every grade level.
* Criterion #4: Grade 8, Program Resources: Course Materials>Supporting All Learners>Universal Access <https://my1.mheducation.com/coursemaps/course.php/folders/1727638/overview?clid=5003200023653>; Grade 7, Unit 1 Understanding Matter TE p.2J. The teacher resources supply a differentiated path for all students. They include guidance to support students with special needs, including standard English learners; English Learners; long term English learners; students living in poverty; foster youth; girls and young women; advanced learners, students with disabilities; and students below grade level in science skills, three dimensional learning, literacy skills, or mathematics 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 #2: Grade 6, TE Unit 1, pp 2E-2F, 2G-2H, 6B; Unit 3, pp.2E-2F, 2G-2H, 6B, 100E-100F, 100G-100H, 104B; Grade 7, TE Unit 2:pp.2E-2F, 2G-2H, 42B. Grade 6 and 7 are exemplars of how the teacher resources provide an estimated instructional time for each activity, lesson, chapter, and unit which allows for student engagement in the SEPs and engineering design projects. Grade 7 is an example of how suggested student tasks, including classroom activities, end of chapter tasks, suggested out of school activities, and assessment tasks are supported with guidance for the teacher on how to implement and, where appropriate, grade the task. Possible responses, assessment keys, and rubrics are provided.
* Criterion #6: Grade 7, Unit 2, pgs. 146-147 TE (student tasks), 215 TE (Real World Connection), 222 TE (Chapter Review), 225-230 TE (Assessment); Online: Module: Dynamic Ecosystems>STEM Module Project> Additional Resource>Module Project Rubric> The Fox and the Hare <https://my1.mheducation.com/coursemaps/course.php/folders/1726341/overview?clid=5003200023621>. Grade 6 and 7 are exemplars of how teacher and student resources have correlating page numbers in print resources or corresponding references in electronic resources.
* Criterion #7: Grade 6, SE/TE Unit 1 p.108; Unit 3, pp.44, 186; Grade 7, SE/TE Unit 2, p.28; Unit 3, p.122; Unit 4, p.34; Unit 1: p.54-55 TE, p.94 TE, p.112 TE; Unit 2: p.104-105 TE, p.140 TE, p.156 TE; Online: Module>Geologic Time>Module Planning Resources>Language Resources>Language Building Vocabulary <https://my1.mheducation.com/coursemaps/course.php/folders/1726039/overview?clid=5003200023617>. Grade 8 is an exemplar of teacher resources that provide guidance and support for engaging students in collaborative conversations using academic vocabulary.

## 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 | Program Guide | Three Dimensional Learning | 8 | "in tan to make sense" | "in tandem to make sense" | Grammatical errors or misspellings |
| 2 | Program Guide | Progressive Learning | 9 | mid paragraph run on sentence? | n/a | Grammatical errors or misspellings |
| 3 | Program Guide | Integrated Engineering | 13 | "Student can also practice" | Students can also practice | Grammatical errors or misspellings |
| 4 | Program Guide | STEM Career Connections | 13 | in correct "they're" | their | Grammatical errors or misspellings |
| 5 | Program Guide | STEM Career Connections | 13 | multiple "Your Turn section of the feature." | delete one | Grammatical errors or misspellings |
| 6 | Program Guide | Formative Assessment | 22 | extra space after "formative assessments" | delete space | Grammatical errors or misspellings |
| 7 | Program Guide | LEARN SMART | 23 | Institution | instruction | Grammatical errors or misspellings |
| 8 | Program Guide | Vocabulary Check | 23 | Understand | understanding | Grammatical errors or misspellings |
| 9 | Program Guide | Digital Platform Support | 24 | repetitive "Step by step …" phrase | needs editing | Grammatical errors or misspellings |
| 10 | Program Guide | STEM Classroom Videos | 25 | "a real classrooms" | "a real classroom" | Grammatical errors or misspellings |
| 11 | Program Guide | Differentiated Instruction | 34 | grammar not consistent with other sections | revise | Grammatical errors or misspellings |
| 12 | Program Guide | ENCOUNTER THE PHENOMENON | 35 | throughout module | throughout the module | Grammatical errors or misspellings |
| 13 | Program Guide | STEM Module Project Launch | 36 | "STEM Module Project. Launch that introduces.." | needs a connection? | Grammatical errors or misspellings |
| 14 | Program Guide | Phase 2 box | 37 | sentence structure needs checking | sentence structure needs checking | Grammatical errors or misspellings |
| 15 | Program Guide | Explanatory Box | 39 | "may be clouding students’ thought process" may be judgmental | "may reveal students’ thought processes." | Consider other wording |
| 16 | Program Guide | Revised ClaimBox | 43 | period between "argument.to" | incomplete sentence needs editing? | Grammatical errors or misspellings |
| 17 | Program Guide | Inspiring Program Support | 48 | "California Environmental Principals | Principles | Grammatical errors or misspellings |
| 18 | Program Guide | STEM Module Project Planning | 49 | Finale | final | Grammatical errors or misspellings |
| 19 | Program Guide | STEM Module Project Planning | 50 | Learned | learning | Grammatical errors or misspellings |
| 20 | Program Guide | STEM Module Project Planning | 50 | they're | they are | Grammatical errors or misspellings |
| 21 | Program Guide | Students will Design their Model | 52 | Improves | improvements | Grammatical errors or misspellings |
| 22 | Program Guide | Complete the STEM Module Project | 53 | CCC | CCCs (consistency?) | Grammatical errors or misspellings |
| 23 | Program Guide | Digital Experience page | 55 | "This section will provide and overview.." | "This section will provide an overview | Grammatical errors or misspellings |
| 24 | Program Guide | Launch Your Course | 56 | sentence structure needs checking | sentence structure needs checking | Grammatical errors or misspellings |
| 25 | 6 | TE: Inquiry Activity Planners for each unit | Throughout Units 1-4 in sixth grade, seventh grade, eighth grade | Inquiry Activity Planner charts for Modules “Materials included in the Collaboration Kits are listed in blue.” | Highlight materials in the chart that appear in the collaboration kits in blue in the materials’ columns. | Mislabeled materials in tables |
| 26 | 6 | Unit 1 TE and SE | Copyright | Glass fish paragraph Nervouse | nervous | Grammatical errors or misspellings |
| 27 | 6 | Unit 1 SE | iii | PhET Sims | PhET "Sims" or "SIMs" | Grammatical errors or misspellings |
| 28 | 6 | Unit 1 TE | iii | Top of page "Authentice" | Authentic | Grammatical errors or misspellings |
| 29 | 6 | Unit 1 TE | iii | Formative Assessments start each lesson Commonly help | commonly held | Grammatical errors or misspellings |
| 30 | 6 | Unit 1 TE | v | PhET Sims | PhET "Sims" or "SIMs" | Grammatical errors or misspellings |
| 31 | 6 | Unit 1 TE | 2D | end of paragraph PEformance | Performance | Grammatical errors or misspellings |
| 32 | 6 | Unit 1 TE | 2E | top of page students students | delete one | Grammatical errors or misspellings |
| 33 | 6 | Unit 1 TE | 2G-2H/54G-H | Materials…listed in blue. None of the items in the kit were listed as such | needs update | Grammatical errors or misspellings |
| 34 | 6 | Unit 1 TE | 6B | “Objective: Students will explore the characteristics of living things, learn about cthe ell theory, contrast unicellular and multicellular organisms, and understand different types of cells.” | Objective: Students will explore the characteristics of living things, learn about cell theory, contrast unicellular and multicellular organisms, and understand different types of cells. | Grammatical errors or misspellings |
| 35 | 6 | Unit 1 TE | 18 | About California paragraph missing some words? | needs update | Grammatical errors or misspellings |
| 36 | 6 | Unit 1 TE | 19 | Paragraph under heading "while other are made up…" | "while others are made up…" | Grammatical errors or misspellings |
| 37 | 6 | Unit 1 TE | 20 | Before You Begin, pages 18-20 | pages 20-22 | Grammatical errors or misspellings |
| 38 | 6 | Unit 1 TE | 20 | top ASK paragraph stundets | students | Grammatical errors or misspellings |
| 39 | 6 | Unit 1 TE | 27 | Online Assessment Center tesson | lesson | Grammatical errors or misspellings |
| 40 | 6 | Unit 1 TE | 27 | “You can assign the premade lesson check, which is based on the Disciplinary Core Ideas for the lesson, or you can customize your own tesson check using the customization tool.” | You can assign the premade lesson check, which is based on the Disciplinary Core Ideas for the lesson, or you can customize your own lesson check using the customization tool. | Grammatical errors or misspellings |
| 41 | 6 | Unit 1 TE | 29 | Arnold, 1983) | (Arnold, 1983) | Grammatical errors or misspellings |
| 42 | 6 | Unit 1 TE | 2C | n/a | Provide information in progression map about where prior knowledge/ experience of cell function originates for K-5 curricula? | Provide more information |
| 43 | 6 | Unit 1 TE | 42 | CCC Structure and Function "microscope of visualize" | microscope to visualize | Grammatical errors or misspellings |
| 44 | 6 | Unit 1 TE and SE | 42 | Lab Procedure 4 dislike | "disc like" or "disk like" | Grammatical errors or misspellings |
| 45 | 6 | Unit 1 TE | 47 | Three Dimensional Thinking, #3 answer: is that correct? | A is the correct answer: pbslearningmedia.org | Simple factual error |
| 46 | 6 | Unit 1 TE | 54 | “Go online to see STEM Connections, a diverse selection of diverse people and groups that have made important contributions to society through science and technology.” | Go online to see STEM Connections, a selection of diverse people and groups that have made important contributions to society through science and technology. | Grammatical errors or misspellings |
| 47 | 6 | Unit 1 TE | 55 | First paragraph "such circulation" | "such as circulation" | Grammatical errors or misspellings |
| 48 | 6 | Unit 1 TE | 69 | “Students should take care when handling glue. Using too much will increase the time sustantially.” | Students should take care when handling glue. Using too much will increase the time substantially. | Grammatical errors or misspellings |
| 49 | 6 | Unit 1 TE | 75 | Is Muscle Alive? Story Akhim/Bao in student text; Alan/Bertha in teacher's text | needs update | Grammatical errors or misspellings |
| 50 | 6 | Unit 1 TE and SE | 89 | Cardiac Muscle paragraph, "they pump blood through and your heart…" | "they pump blood through your heart…" | Grammatical errors or misspellings |
| 51 | 6 | Unit 1 TE | 93 | After You Read "biotic" | "bionic" | Grammatical errors or misspellings |
| 52 | 6 | Unit 1 TE | 93 | “For instance, in 2015, DARPA, the United States Defense Advanced Research Projects Agency revolutionized bionic prosthetics by creating a bionic hand that is not only controlled by the brain, but enables user to “feel” and sense if the hand is touching something, or being touched.” | For instance, in 2015, DARPA, the United States Defense Advanced Research Projects Agency, revolutionized bionic prosthetics by creating a bionic hand that is not only controlled by the brain, but enables the user to “feel” and sense if the hand is touching something, or being touched. | Grammatical errors or misspellings |
| 53 | 6 | Unit 1 TE and SE | 97 | "molecules of protein" 2x | delete one | Grammatical errors or misspellings |
| 54 | 6 | Unit 1 TE and SE | 97 (TE picture of SE), 97 (SE) | Word list in column 2: “molecules of protein” | Eliminate (already in column 1) | Grammatical errors or misspellings |
| 55 | 6 | Unit 1 TE | 99 | “Revisit the question as you cover its relevant.” | Revisit the question as you cover its relevant content. | Grammatical errors or misspellings |
| 56 | 6 | Unit 1 TE | 100 | is carbon dioxide a waste product of photosynthesis? | is carbon dioxide a waste product of photosynthesis? | Grammatical errors or misspellings |
| 57 | 6 | Unit 1 TE | 102 | “Gently swirl the test tube at an over the flame until the marshmallow completely burns and the water boils.” | Gently swirl the test tube at an angle over the flame until the marshmallow completely burns and the water boils. | Grammatical errors or misspellings |
| 58 | 6 | Unit 1 TE | 103 | Procedure, second bullet: As a extension | As an extension | Grammatical errors or misspellings |
| 59 | 6 | Unit 1 SE | 106 | The Esophagus bread | should it be crackers | Grammatical errors or misspellings |
| 60 | 6 | Unit 1 TE | 117 | Suggested Materials (2or more) | (2 or more) - needs a space | Grammatical errors or misspellings |
| 61 | 6 | Unit 1 TE | 117 | ASK paragraph extra period at end of paragraph | needs update | Grammatical errors or misspellings |
| 62 | 6 | Unit 1 TE | 123 | First paragraph "cartilages rings" | "cartilaginous rings" (please check) | Grammatical errors or misspellings |
| 63 | 6 | Unit 1 TE and SE | 152 | math error? 1372/343 = 4 s; 1029/343 = 3 s | needs update | Simple factual error |
| 64 | 6 | Unit 1 TE | 166 | Planning after lesson: Sample Answers to question 1 and 2 are misaligned. | Switch sample answers so that sample answer #2 is underneath question 1 and sample answer #1 is underneath question 2 | Mislabeled pictures or objects |
| 65 | 6 | Unit 2 TE | Iii | Top of page "Authentice" | Authentic | Grammatical errors or misspellings |
| 66 | 6 | Unit 2 TE | Iii | Formative Assessments start each lesson commonly-help | commonly held | Grammatical errors or misspellings |
| 67 | 6 | Unit 2 TE | 2G-2H | Materials…listed in blue: none of the items in the kit were listed as such | needs update | Grammatical errors or misspellings |
| 68 | 6 | Unit 2 TE | 55 | Guide the Activity: "different birds nests" | possessive or adjective? | Grammatical errors or misspellings |
| 69 | 6 | Unit 2 TE | 56 | Extension: "the improved design the see…" | the improved design to see…" | Grammatical errors or misspellings |
| 70 | 6 | Unit 2 TE | 65 | Second paragraph: naïve | n/a | May be judgmental |
| 71 | 6 | Unit 2 TE and SE | 72 | Caption on picture “hens, chicks, stolon | Use vocabulary that is in the lesson. There is no reference to asexual reproduction in the lesson. Use a picture that shows pollination. | Change of picture or object |
| 72 | 6 | Unit 2 TE | 75 | Expanding level paragraph, third and fourth rows | second and third rows | Grammatical errors or misspellings |
| 73 | 6 | Unit 2 TE and SE | 78 | Under gravitropism–stems grow away from gravity | stems grow away from the pull of gravity (gravity is a force not a thing) | Simple factual error |
| 74 | 6 | Unit 2 TE and SE | 82 | Plan and create section, such the | such as the | Grammatical errors or misspellings |
| 75 | 6 | Unit 2 TE | 83 | Second to last bullet item, "will incorporated" | "will be incorporated" | Grammatical errors or misspellings |
| 76 | 6 | Unit 3 TE | iii | Top of page "Authentice" | Authentic | Grammatical errors or misspellings |
| 77 | 6 | Unit 3 TE | iii | Formative Assessments start each lesson commonly-help | commonly held | Grammatical errors or misspellings |
| 78 | 6 | Unit 3 TE | 2G-2H | Materials… listed in blue: none of the items in the kit were listed as such | needs update | Grammatical errors or misspellings |
| 79 | 6 | Unit 3 TE | 2J | Cookin' with the Sun paragraph | Should the questions be italicized? | Grammatical errors or misspellings |
| 80 | 6 | Unit 3 TE | 6A, 30A, 54A | MS-PS3-5 Construct, use and present arguments to support the claim that either when the kinetic energy of an object changes, energy is transferred to or from the object. | MS-PS3-5 Construct, use and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object. | Misquoted content standards |
| 81 | 6 | Unit 3 TE | 6A, 30A, 54A, 72A | MS-PS3-4 Plan an investigation to determine the relationships among either the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature change of the sample. | MS-PS3-4 Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature change of the sample. | Misquoted content standards |
| 82 | 6 | Unit 3 TE | 7 | Before You Begin: Why should you put the metal blocks into the refrigerator? | Teacher Notes, p.16 | Grammatical errors or misspellings |
| 83 | 6 | Unit 3 TE and SE | 13 | Short answer section: "What can you conclude about adding energy to the liquid on the left…. | Confusing? The picture on the right has the added energy. | Simple factual error |
| 84 | 6 | Unit 3 TE | 20 | Top paragraph "like particles in a liquid or solid" | "like particles in a liquid or gas" | Grammatical errors or misspellings |
| 85 | 6 | Unit 3 TE | 25 | SEP box: accounts | account | Grammatical errors or misspellings |
| 86 | 6 | Unit 3 TE and SE | 29 | Student Page: However, they disagreed about which differencFes determine whether the matter is a solid, liquid, or gas | However, they disagreed about which differences determine whether the matter is a solid, liquid, or gas. | Grammatical errors or misspellings |
| 87 | 6 | Unit 3 TE | 29 | Second paragraph: last sentence "gases do not have a definite shape or volume." | Gases do have volume. | Simple factual error |
| 88 | 6 | Unit 3 TE | 29 | Third paragraph Students who select William also misattributing the macroscopic properties to the particles. | Students who select William also are misattributing the macroscopic properties to the particles. | Grammatical errors or misspellings |
| 89 | 6 | Unit 3 TE and SE | 44 | Student page, second paragraph: sentence structure for the whole paragraph | needs update | Grammatical errors or misspellings |
| 90 | 6 | Unit 3 TE and SE | 44 | The circle showing liquid particles is above the line in the diagram | Diagram is confusing. Put the particles below the line | Change of picture or object |
| 91 | 6 | Unit 3 TE | 54 | EL Support box p.52 | p.54 | Grammatical errors or misspellings |
| 92 | 6 | Unit 3 TE | 59 | Analyze and Conclude: "the water in the 250 ml beaker increased" | decreased | Simple factual error |
| 93 | 6 | Unit 3 TE | 59 | Data table: Water in 500mL beaker | Water in 250mL beaker | Grammatical errors or misspellings |
| 94 | 6 | Unit 3 TE and SE | 70 | Keep Planning box: "en" | "an" | Grammatical errors or misspellings |
| 95 | 6 | Unit 3 TE | 72B | Science Probe: It It | Is the | Grammatical errors or misspellings |
| 96 | 6 | Unit 3 TE | 72B | Science Probe: It the cup hot? | Science Probe: Is the cup hot? | Grammatical errors or misspellings |
| 97 | 6 | Unit 3 TE and SE | 77 | Item 10, above the graph: time on the horizontal axis | mass on the horizontal axis | Simple factual error |
| 98 | 6 | Unit 3 TE | 81 | Student answer key. Text under the table in red: A glass dish would require more energy to heat up because it has a higher specific heat. The metal pan would cool down the fastest because it has a low specific heat. | Omit text answer does not match question asked of students | Mislabeled pictures or objects |
| 99 | 6 | Unit 3 TE and SE | 88 | Mass box: As mass increases, …thermal energy is needed to rise the temperature of the material. | As mass increases, …thermal energy is needed to raise the temperature of the material. | Grammatical errors or misspellings |
| 100 | 6 | Unit 3 TE | 89 | Question 4: no response or answer given for the teacher | needs update | Information omitted |
| 101 | 6 | Unit 3 TE | 100G | Materials…listed in blue: none of the items in the kit were listed as such | needs update | Grammatical errors or misspellings |
| 102 | 6 | Unit 3 TE | 100I | Beyond Level box aslo | also | Grammatical errors or misspellings |
| 103 | 6 | Unit 3 TE/SE | 101 | n/a | ESS 2-4 | Maintain continuity at the beginning of the each phenomena with the PE(s) that are covered in the module. The water cycle has its own module at least show the PE for it in the upper corner like you did on the others. |
| 104 | 6 | Unit 3 TE and SE | 116 | Three Dimensional Thinking box: liquid water to water vapor | water vapor to liquid water (condensation?) | Simple factual error |
| 105 | 6 | Unit 3 TE | 121 | Last paragraph: Students who have this conception will choose wither Mom’s or Dad’s response. | Students who have this conception will choose either Mom’s or Dad’s response. | Grammatical errors or misspellings |
| 106 | 6 | Unit 3 TE | 122B | Environmental box: precipiation | precipitation | Grammatical errors or misspellings |
| 107 | 6 | Unit 3 TE | 142G | Materials… listed in blue: none of the items in the kit were listed as such | needs update | Grammatical errors or misspellings |
| 108 | 6 | Unit 3 TE | 150 | Paragraph under the DCI box: Tell student… | Tell students | Grammatical errors or misspellings |
| 109 | 6 | Unit 3 TE | 154 | Materials section tempreature | temperature | Grammatical errors or misspellings |
| 110 | 6 | Unit 3 TE | 155 | Analyze and Conclude proposed response: are the statements contradictory? | needs update | Simple factual error |
| 111 | 6 | Unit 3 TE | 174 | DCI ESS2.D section: Students use a model investigate | Students use a model to investigate | Grammatical errors or misspellings |
| 112 | 6 | Unit 3 TE | 177 | Physical Science Connection: conduction | convection | Grammatical errors or misspellings |
| 113 | 6 | Unit 3 TE | 188 | First bullet item p. 47 | p. 189 | Grammatical errors or misspellings |
| 114 | 6 | Unit 3 TE | 211 | Cold Front box: Pushed | pushes | Grammatical errors or misspellings |
| 115 | 6 | Unit 3 TE | 244 | second Ask box: doe | does | Grammatical errors or misspellings |
| 116 | 6 | Unit 3 TE | 249A | Last paragraph; four lines: migration mightnot be Diverting water | missing word? | Grammatical errors or misspellings |
| 117 | 6 | Unit 3 TE | 253 | Second to last paragraph: enery | energy | Grammatical errors or misspellings |
| 118 | 6 | Unit 4 TE | Iii | Formative Assessments start each lesson: commonly-help | commonly held | Grammatical errors or misspelling |
| 119 | 6 | Unit 4 TE | Iii | Top of page "Authentice" | Authentic | Grammatical errors or misspelling |
| 120 | 6 | Unit 4 TE | 2G-2H | Materials… listed in blue: none of the items in the kit were listed as such | needs update | Grammatical errors or misspelling |
| 121 | 6 | Unit 4 TE | 3 | First paragraph: part | parts | Grammatical errors or misspelling |
| 122 | 6 | Unit 4 TE | 10 | About California: Salinus | Salinas | Grammatical errors or misspelling |
| 123 | 6 | Unit 4 TE | 13 | paragraph under the DCI box the the | the | Grammatical errors or misspelling |
| 124 | 6 | Unit 4 TE | 13 | data table math calculations: amount remaining is not lost | Subtract and calculate % lost or change "lost" to "remaining" | Simple factual error |
| 125 | 6 | Unit 4 TE | 18 | EL Support box: last one for unit? | may reconsider? | Grammatical errors or misspelling |
| 126 | 6 | Unit 4 TE and SE | 19 | Whole page: Wetland or Wetlands used interchangeably? | Whole page: Wetland or Wetlands used interchangeably? | Grammatical errors or misspelling |
| 127 | 6 | Unit 4 TE | 20 | second Ask box: Ask: What are some serives that living organisms provide to humans in urban environments? | Ask: What are some services that living organisms provide to humans in urban environments? | Grammatical errors or misspellings |
| 128 | 6 | Unit 4 TE | 27 | Item 10 response: "dependent variable on the horizontal axis" | "independent variable on the horizontal axis" | Mislabeled pictures or objects |
| 129 | 6 | Unit 4 TE | 29A | Background information; first line: sentence structure? | needs update | Grammatical errors or misspelling |
| 130 | 6 | Unit 4 TE | 29A | In El Segundo, not are jobs and housing unbalances, but they are widely separated within the city. | In El Segundo, jobs and housing are widely separated within the city. | Grammatical errors or misspellings |
| 131 | 6 | Unit 4 TE | 35 | Response box: inclued | included | Grammatical errors or misspelling |
| 132 | 6 | Unit 4 TE | 39B | Changes in laws that require retrofits to allow fish to pass resulted in the formation of plan to remove four dams on the Klamath River by 2020. | Changes in laws that require retrofits to allow fish to pass resulted in the formation of a plan to remove four dams on the Klamath River by 2020. | Grammatical errors or misspellings |
| 133 | 6 | Unit 4 TE | 44 | About California: Califormina's | California's | Grammatical errors or misspelling |
| 134 | 6 | Unit 4 TE | 46 | Differentiated Instruction box: indentifying | identifying | Grammatical errors or misspelling |
| 135 | 6 | Unit 4 TE | 51 | As students read about of the gyre, tell them that gyres are circular systems of surface ocean currents. Explain that the North Pacific Gyre is just one the circular systems in the oceans. | As students read about the gyre, tell them that gyres are circular systems of surface ocean currents. Explain that the North Pacific Gyre is just one of these circular systems in the oceans. | Grammatical errors or misspellings |
| 136 | 6 | Unit 4 TE | 51 | Remind students record their observations from the labs and investigations in this section as evidence in the Claim/Evidence/Reasoning graphic organizer on the Explain the Phenomenon pages at the beginning of the lesson. | Remind students to record their observations from the labs and investigation in this section as evidence in the Claim/Evidence/Reasoning graphic organizer on the Explain the Phenomenon pages at the beginning of the lesson. | Grammatical errors or misspellings |
| 137 | 6 | Unit 4 TE | 87 | Item 3 response: Earths | Earth | Grammatical errors or misspellings |
| 138 | 7 | Online | n/a | Under Performance Expectations at a Glance- Correlations, second column. Missing the s in states of matter | States of matter | Grammatical errors or misspellings |
| 139 | 7 | Unit 1 TE | 33 | Students will apply scientific reasoning as they construct explanations to show why their evidence supports their claim about why clouds appear and disappear. | Students will apply scientific reasoning as they construct explanations to show why their evidence supports their claim about the effect changing temperature has on substances. | Simple factual error |
| 140 | 7 | Unit 1 TE | 40 | Thermal energy always transfers from a region of lower temperature to a region of lower temperature. | Thermal energy always transfers from a region of higher temperature to a region of lower temperature. | Simple factual error |
| 141 | 7 | Unit 1 TE | 55 | Students’ explanations will alert you to the need to make sure instruction builds a bridge between the students’ initial ideas pressure to the correct scientific understanding of how area and force are related to pressure. | Students’ explanations will alert you to the need to make sure instruction builds a bridge between the students’ initial ideas about pressure to the correct scientific understanding of how area and force are related to pressure. | Grammatical errors or misspellings |
| 142 | 7 | Unit 1 TE | 67 | States as pressure goes up liquid changes to gas | Should be gas goes to liquid | Simple factual error |
| 143 | 7 | Unit 1 TE and SE | 101 | B. the relationship between pressure and pressure | B. the relationship between pressure and temperature | Simple factual error |
| 144 | 7 | Unit 1 TE | 111 | Answer in red: It they are given pyrite some characteristics of note are: | If they are given pyrite some characteristics of note are: | Grammatical errors or misspellings |
| 145 | 7 | Unit 1 TE and SE | 127 | 9. Return to your predations before the lab. | 9. Return to your predictions before the lab. | Grammatical errors or misspellings |
| 146 | 7 | Unit 1 TE | 136 | 4. Answer in red: You could then compare the density of the crystal to the emerald of diamond to see if they are the same. If they are not the same the crystal is not an emerald. | You could then compare the density of the crystal to the emerald to see if they are the same. If they are not the same, the crystal is not an emerald | Grammatical errors or misspellings |
| 147 | 7 | Unit 1 TE | 154-156 | Unbalanced Reaction | Balance Reaction | Simple factual error |
| 148 | 7 | Unit 1 TE and SE | 172 | Incorrect arrows on diagram. Arrow from ants to butterflies | Arrows from dead fruit and flowers to butterflies (butterflies don’t get energy from ants or give energy to dead fruit) | Mislabeled pictures or objects |
| 149 | 7 | Unit 2 TE | 65 | How did they arrive at the answer? | Check math calculation | Simple factual error |
| 150 | 7 | Unit 2 TE | 116 | Students may think that rocks are too strong to bent or deform | Students may think that rocks are too strong to bend or deform | Grammatical errors or misspellings |
| 151 | 7 | Unit 2 TE | 198 | Listed circumference | Question asks for area | Simple factual error |
| 152 | 7 | Unit 3 TE | 102A | Under “Highlighted CA Environmental Principles and Concepts,” Principle 2: by there relationships | by their relationships | Grammatical errors or misspellings |
| 153 | 7 | Unit 3 Online | STEM Connec-tions | “Saving the Ozone” article. Article repeatedly refers to Dr. Sherwood. | He should be addressed as Dr. Rowland. Sherwood is his first name. His full name is Dr. Sherwood Rowland. | Simple factual error |
| 154 | 7 | Unit 4 TE and SE | 20 | 6O2 on the right side of cellular respiration formula | 6CO2 | Grammatical errors or misspellings |
| 155 | 7 | Unit 4 TE and SE | 49 | Under “Carbon in Nature”: Needs to clear that only some phytoplankton use CO2 to build skeletons | Not all phytoplankton build calcium carbonate shells | Simple factual error |
| 156 | 7 | Unit 4 TE and SE | 152 | Under first bullet, bread baskets | Are a natural carbon sink (being a “bread basket” is not a natural part of the ecosystem | Simple factual error |
| 157 | 7 | Unit 4 TE and SE | 152 | Second bullet under grasslands: Names introduced plants | Name native plants like rye grass, buffalo grass, wild oats, foxtail (describe the native biome) | Simple factual error |
| 158 | 7 | Unit 4 TE and SE | 154 | Second bullet under Taiga: Due to colder temperatures reptiles and amphibians cannot survive. | Due to colder temperatures fewer reptiles and amphibians can survive. | Simple factual error |
| 159 | 7 | Unit 4 TE and SE | 154 | Third bullet under Tundra: Reptiles and amphibians are absent | Reptiles and amphibians are rare (there are 5 types of amphibians and one reptile in the Arctic) | Simple factual error |
| 160 | 7 | Unit 4 TE and SE | 154 | Under first bullet: just is | is just | Grammatical errors or misspellings |
| 161 | 8 | Unit 1 TE and SE | 39 | Under question #1, Would you expect find | Would you expect to find | Grammatical errors or misspellings |
| 162 | 8 | Unit 1 TE | 109A | The study cited “Regenerative Organic Agriculture and Climate Change: A Down-to-Earth Solution to Global Warming,” was conducted by the Rodale Institute documents. | The study cited “Regenerative Organic Agriculture and Climate Change: A Down-to-Earth Solution to Global Warming,” was conducted by the Rodale Institute. | Grammatical errors or misspellings |
| 163 | 8 | Unit 1 TE | 157 | SEP- Students analyze an interpret data to determine… | Students analyze and interpret data to determine… | Grammatical errors or misspellings |
| 164 | 8 | Unit 2 TE | 111 | When you double the speed with constant mass, the kinetic energy quadruples (22 = 2). | When you double the speed with constant mass, the kinetic energy quadruples. | Simple factual error |
| 165 | 8 | Unit 2 TE | 131 | What is the difference between an rubber band at rest that is stretched to its maximum and an rubber band at rest that is completely slack? | What is the difference between a rubber band at rest that is stretched to its maximum and a rubber band at rest that is completely slack? | Grammatical errors or misspellings |
| 166 | 8 | Unit 2 SE | 146 | What types of energy does an object have it is both moving and off the ground? | What types of energy does an object have as it is both moving and off the ground? | Grammatical errors or misspellings |
| 167 | 8 | Unit 4 TE and SE | 41A | Describing abalone: It is generally eaten raw. | It is generally eaten cooked. (In CA, abalone is rarely eaten raw. It is usually cooked like a steak- much like squid.) | Simple factual error |

## Social Content Citations:

The panel identified the following social content violations:

| # | SC Code | Grade Level | Component | Page Number(s) | Current Text | Proposed Corrected Text | Reason for Citation |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | A.1 | 8 | SE | 215 | Picture of girl taking clothes out of a dryer with pink socks | Change picture to be of a man/ different color socks | Stereotypical action for a woman to be doing laundry and having pink socks |

California Department of Education, August 2018