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

# REVIEW PANEL ADVISORY RECOMMENDATION2018 SCIENCE ADOPTION OF INSTRUCTIONAL MATERIALS

| **Publisher** | **Program** | **Grade Level(s)** |
| --- | --- | --- |
| Pearson Education Inc. | California Elevate Science  | 6–8d |

## Program Summary:

California Elevate Science includes: Student Edition (SE), Teacher Edition (TE), California Instructional Segment 1-4 (IS1-4), Additional Resources (AR), California Engineering Design Notebook (CA EDN).

## Recommendation:

California Elevate Science is recommended for adoption for 6–8d 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, Earth, TE p.56 (Q2) and pp.62-63; Grade 7, Life, TE p.211 (Model It); Grade 8, Physical, SE pp.220-223 (uDemonstrate Lab: Planetary Detective). We found numerous examples of the performance expectations being fully covered in Grades 6-8.
* Criterion #4: Grade 6, Earth, SE, Example 1 (MS-ESS2-4) PE Introduced: pp.121, 139-144, PE Built Upon: pp.331-337, PE Mastered: pp.208-211 (uDemonstrate Lab Water from Trees”). Grade 6 is a good example for how instructional resources progressively build students’ ability to meet all grade level performance expectations through a three-dimensional instructional sequence.

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* Criterion #7: Grade 7, Life, TE pp.156-157; pp.158-159. The use of primary sources such as case studies are integrated into the three-dimensional learning.
* Criterion #9: Grade 8, Physical, TE pp.270-277. Instructional resources focus on the application of science using authentic real-world applications that are specific to California.
* Criterion #14: Grade 6, Earth, TE p.179, Grade 7, Life, TE p.251, Grade 8, Physical, TE p.84 (Teach with Visuals). There is evidence at all grade levels of inclusion of teacher guidance to support all students, including language learners and non-standard English speakers, to develop their science-related language and reading abilities, and coordinate multiple elements (text, diagrams, graphs and charts, etc.) that occur in science textual materials.

## Criteria Category 2: Program Organization

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

**Citations:**

* Criterion #2: Grade 7, Life, TE pp.234C-234D. This is an exemplar of the instructional resources explicitly stating which knowledge and skills learned in prior grades are applied to new knowledge and skills.
* Criterion #6: Grade 6, Earth, TE pp.168A-168D. The content is well organized and presented in a manner that provides all students an opportunity to achieve the essential knowledge and skills described in the CA NGSS.
* Criterion #8: Grade 6, Earth, SE Quest: How can I help reduce my school’s carbon footprint? pp.254-255 (Quest Kickoff), 264 (Quest Check-In), 275 (Quest-Check-In), p.289 (Quest-Findings), Grade 7, Life, SE Quest: Should an Animal Crossing Be Constructed in My Community? pp.106-107 (Quest Kickoff), p.117 (Quest Check-In), p.124 (Quest Check-In), p.151 (Quest Findings) Grade 8, Physical, SE Quest: How can you keep hot water from cooling down? pp.362-363 (Quest Kickoff), p.378 (Quest Check-In), p.387 (Quest Check-In), p.391 (Quest Findings). We found evidence in all grade levels where topics selected for in-depth study were developed through their role in explaining selected phenomena, chosen to support students in building the knowledge and abilities needed to achieve proficiency in a bundle of PEs.
* Criterion #10: Grade 7, Life, CA EDN pp.20-23. Resources suggest appropriate engineering design tasks in varied contexts as a path to understanding and applying the source ideas being learned.

## 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: Grade 6, Earth AR: Assessment: PBA 2; Grade 7, Life: AR: Assessment: PBA 1; Grade 8, Physical AR: Assessment: PBA 1. These are examples of assessments in the instructional resources that reflect the three-dimensional nature of the CA NGSS and CA Science Framework. They measure what students know and are able to do in performance tasks rather than rote memorization.
* Criterion #6: Grade 6, Earth, SE pp.152-155 (uDemonstrate Lab), Grade 7, Life, SE pp.60-63 (uDemonstrate Lab), Grade 8, Physical, AR: Labs: uDemonstrate (Do it Yourself) “3, 2, 1. . . Liftoff!” In grades 6-8, teacher resources supply a differentiated path for diverse students to build toward the performance expectations of the NGSS.
* Criterion #8: Grade 6, Earth, AR: Assessment: PPA 4: “How does sediment type affect the water table of an aquifer?,” Grade 7, Life, SE pp.494-497 (#1,4); Grade 8, Physical, SE p.513. In grades 6-8, there is sufficient evidence to confirm that students’ progress toward meeting the three dimensions of the CA NGSS is assessed through both writing and performance tasks.
* Criterion #9: Grade 6, Earth, AR: Assessment: PBA 1 Teacher Support; Grade 7, Life, AR: Assessment: Topic 4 uDemonstrate Rubric; Grade 8: Physical, AR: Quests: Topic 3 Quest Rubric. These are grade level exemplars of resources that include student work expectations and analytical rubrics for scoring performance tasks. They include an explanation of the use of Rubrics by teachers and students to evaluate the progress of students’ models, projects, writing, and progression toward 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:**

* Criterion #1: Grades 6-8, Earth, Life, Physical, AR: Teacher Resources MGS UDL Rubric; Grade 6, Earth, TE p.39; Grade 7, Life, TE pp.98-99; Grade 8, Physical, TE pp.392-395. There is sufficient evidence to confirm that the instructional resources reflect the goals of access and equity outlined in chapter 10 of the CA Science Framework.
* Criterion #2: Grade 6, Earth, TE p.139 (ELD. PI. 6. C.9); Grade 7, Life, TE p.87 (ELD.P1.7.C.9); Grade 8, Physical, TE p.503 (ELD.P1.7.C.9). In grades 6-8, suggested lessons and teacher resources include research based strategies to address the needs of English Learners consistent with the CA ELD Standards.
* Criterion #3: Grade 6, Earth, TE p.515 (Literacy Connection), Grade 7, Life, TE p.348 (Write About It), Grade 8, Physical, SE p.148 Guiding Questions. These are examples of instructional resources that incorporate strategies to address the needs of students with disabilities in lessons, assessments, and teacher resources.

## 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, TE pp.T38-T39 (Scope and Sequence), TE pp.T40-T41 (Pacing Guide); Grade 6, Earth, TE pp.118A-118B (Lesson Planner). All grade levels provide examples of how teacher resources include a curriculum guide for the academic instructional year for teachers to follow when planning for 180 days instruction.
* Criterion #3: Grade 6, Earth, TE p.63 (Scaffolded Questions and Differentiated Instruction); Grade 7, Life, TE p.184 (Formative Assessment); Grade 8, Physical, TE p.42 (Assess on the spot). All grade levels provide exemplars of how the teacher resources provide guidance in daily lessons and units of instruction with appropriate opportunities for checking for understand and adjusting lessons, if necessary to ensure three-dimensional learning.
* Criterion #19: Grade 6, Earth, TE p.134, p.552. These are two examples of consistent resources across all grade levels that provide teachers with instructions on how outside resources can be incorporated into three-dimensional learning.
* Criterion #21: Grade 6, Earth, TE pp.T18-19; Grade 7, Life, TE p.443, Grade 8, Physical,TE p.35. There is sufficient evidence to confirm that the teacher resources provide guidance and support for engaging students in collaborative conversations using grade-level-appropriate academic vocabulary for scientific discourse.

## 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 | 6 | SE/TE | 62 | (thin exopshere made up of atoms blasted off surface by solar wind) | (thin exosphere made up of atoms blasted off surface by solar wind) | Misspelling |
| 2 | 8 | Additional Resources | n/a | Topic 3 Interactivity: Describe the Properties of Waves opens the interactivity for Analog and Digital Signals. | Correct the hyperlink. | Wrong hyperlink |
| 3 | 8 | AR: Assessment | PBA3 | “motion and kinectic energy” | “motion and kinetic energy” | Misspelling |
| 4 | Earth | SE/TE | 139 | Paragraph 2, line 4: “force gravity” | “force of gravity” | Missing word |

## 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-2 | 6 | SE/TE | 158, 214, 306, 354, 404, 421, 436, 552 | Pictures on these pages all depict men. (158: accompanying video is ok.) | Change some of the pictures to women. | Not an equal portrayal of men and women in the text. |
| 2 | B-2 | 6 | SE/TE | 214, 254, 421, 436, 514, 552 | Pictures on these pages all depict people of Caucasian descent. | Change some of the pictures to people with more ethnically diverse backgrounds. | Not an equal portrayal of ethnic diversity in the text. |
| 3 | A-3 | 6 | Quest Kickoff Videos | Topic 1, Topic 5, Topic 7, Topic 8, Topic 9, Topic 12 | Videos depict only men in professional roles and they are narrating or are interviewed in the videos. | Change some of the videos to portray women in the same professional roles to narrate or be interviewed in the videos. | Not an equal portrayal of men and women in a professional context. |
| 4 | L-1 | 6­­-8 | Lab Materials Reference | 3, 14 | Alka Seltzer is part of the classroom kit list. | Change Alka Seltzer to antacid. | Use of brand name. |

California Department of Education, August 2018