**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, Inc. | 6–8i |

## Program Summary:

California Elevate Science, Inc. includes: California Elevate Science, Integrated includes: Student Edition (SE), Teacher Edition (TE), California Instructional Segment 1-4 (IS1-4), Additional Resources (AR), California Engineering Design Notebook (CA EDN), AR: Teacher Support: Performance Based Assessment 1 (PBA1).

## Recommendation:

California Elevate Science, Inc. 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 provide a path for all students to become proficient in all grade-level performance expectations.

**Citations:**

* Criterion #1: Grade 6, SE p.402, pp.420-423, AR Labs: uInvestigate “Making Ocean Current Formation”, Grade 7, SE p.517, AR: Quests “To Cross or not to Cross”, “Reflect on your Animal Crossing” interactivity, SE pp.548-551, AR: Teacher Resources “Practice Using Evidence: Ecosystems Interactions”, Grade 8 SE pp.268-277, p.302, p.339. We found numerous exemplars of the standards being fully covered in grade 6-8.
* Criterion #5: Grade 6, TE 64, p.112, p.314. There is evidence at all grade levels of the inclusion of teacher resources to support instructional opportunities and assessments that engage students in three-dimensional learning.

1

* Criterion #17: Grade 7, SE p.225, AR: Science Research and Application, “Medical Research and Body Systems”, AR: Science Research and Application “Neuron Cell Transplant”, SE p.21. There is evidence at all grade levels where the trends in science and medical research were discussed.
* Criterion #18: Grade 8, SE p.276 AR: Science Research and Application “Organ Transplants and Air Pollution”, SE p.149, p.276. We found evidence at multiple grade levels where the instructional resources support students to 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: Grade 6, TE p.69, p.152. We found evidence in all grades where instructional resources support teacher questioning strategies as a tool to assess students’ knowledge and skills, to promote student-to-student discourse, and guide student learning.
* Criterion #5: Grade 7, TE pp.T40-T41, pp.12A-12B. Grade seven is an exemplar of how instructional resources are grade-level specific and provide instructional content for 180 days of instruction for at least one daily class period, including an estimate of necessary instructional time.
* Criterion #7: Grade 8, TE pp.T14-T17, pp.T34-T35, SEP p.98, p.102, p.110. We found evidence of resources in all grade levels that include explanations for 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.
* Criterion #10: Grade 6, CA EDN pp.8-11, pp.16-19. Evidence of resources in all grade levels suggest appropriate engineering design tasks in varied contexts as a path to understanding and applying the science ideas learned. Resources suggest appropriate computational tools, and software to support the design process and allow students to model or simulate their designed processes.
* Criterion #14: Grade 7, SE pp.389-399, p.408, p.419, p.430, p.441, p.445. We found evidence in all grade levels that suggested student tasks (including end-of-chapter or culminating problems) 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, TE p.72; Grade 7 TE p.412; Grade 8, TE p.312. Teacher materials provide support to engage students in tasks that afford both learning and formative assessment opportunities across all grade levels at the same time. Teacher materials also provide guidance on how to embed formative assessment activities in the broader learning activity.
* Criterion #4: Grade 6, TE p.13; Grade 7 TE p.57; Grade 8, TE p.32. Across all grade levels, brief assessment tools and practices at key stages in the unit of instruction are designed to elicit current understandings and preconceptions, and to provide evidence of students’ progress toward mastering the three-dimensional learning called for in the CA NGSS and the CA Science Framework.
* Criterion #5: Grade 6, TE p.328; PBA 1 Teacher Support “How do animals gather and use information from their environment”; Grade 7 TE p.412; PBA 1 Teacher Support “How can increasing thermal energy affect water” Grade 8, TE p.28; PBA 1 Teacher Support “How do force and motion affect how an object lands on a surface?” Across all grades levels, assessments yield information teachers can use in planning and modifying instruction to help all students meet or exceed the standards.
* Criterion #6: Grade 6 - 8, AR: Realize Course Support: Review and Score Assignments. We found evidence that teacher resources supply a differentiated path for diverse students to build toward the PEs of the CA NGSS. Formative assessment tasks 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:**

* Criterion #1: Grade 6-8, TE pp.T24-27. Instructional resources reflect the goals of access and equity outlined in chapter 10 of the CA Science Framework.
* Criterion #2: Grade 7, TE p.197. Across all grade levels, teacher resources include research-based strategies to address the needs of English learners consistent with the CA ELD Standards.
* Criterion #3: Grade 8, TE p.15. Across all grade levels that instructional resources incorporate instructional strategies to address the needs of students with disabilities in lessons, assessments, and teacher resources.
* Criterion #4: Grade 6-8, TE pp.T68-76. 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.
* Criterion #4: Grade 6-8, AR: Biography Teacher Resources. 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, TE pp.T40-41; Grade 7, TE pp.94A-94B. We found evidence that program resources include a curriculum guide for the academic instructional year for teachers to follow when planning for 180 days of instruction.
* Criterion #3: Grade 7, TE p.169; TE p.224. Across all grade levels, teacher resources provide estimated instructional time for activities, lessons, chapters, and units allowing student engagement in the SEPs and engineering design projects.
* Criterion #6: Grade 6, TE p.124; Grade 7, TE p.189; Grade 8, TE p.57. The 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. Assessment keys and rubrics are provided.
* Criterion #15: Grade 6, TE p.86; Grade 7, TE p.373; Grade 8, TE p.514. The teacher resources provide background information about important events, diverse people, places, ideas, and scientific principles appearing in, but not limited to the CA NGSS and CA Science Framework.
* Criterion #19: Grade 6, TE p.200; Grade 7, TE p.424; Grade 8, TE p.178. The teacher edition provides evidence of instruction on how outside resources can be incorporated into a three-dimensional learning, standards-based science program.
* Criterion #20: Grade 6-8, AR: Teacher Resources: Effective Use of Library and Media Resources; Grade 6, TE p.9; Grade 8, TE p.377. The teacher edition provides 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 | Student Edition | 527 | “Is the product is safe for the long . . . “ | “Is the product safe for the long | Grammar and spelling |
| 2 | 8 | Digital Activity | Eyes in the SkyAdditional resources/Digital Activities and Videos/Interactivies/Topic 4: Eyes in the Sky | “Which type of space technology do you think scientists us to research this phenomena?” | “Which type of space technology do you think scientists use to research this phenomena?” | Grammar and spelling |

## 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 | L.1 | 8 | Lab Materials  | 25 | “Coil Spring, Slinky, Metal” | “Coil Spring, Toy, Metal” | Brand Name Used |

California Department of Education, August 2018