



# Glossary

## 2020 Science Review

The following terms are used throughout PEEC<sup>1</sup>. For additional help with language and terms used here, please see the List of Common Acronyms used by Next Generation Science Standards.

**Bundles/Bundling.** Grouping elements or concepts from multiple performance expectations into lessons, units, and/or assessments that students can develop and use together to build toward proficiency on a set of performance expectations in a coherent manner. The article available here provides more description and some video examples of bundles and bundling.

**Crosscutting Concepts (CCC).** These are concepts that hold true across the natural and engineered world. Students can use them to make connections across seemingly disparate disciplines or situations, connect new learning to prior experiences, and more deeply engage with material across the other dimensions. The NGSS requires that students explicitly use their understanding of the CCCs to make sense of phenomena or solve problems.

**Supporting Content (SC), Disciplinary Core Ideas-(DCI).** In Idaho standards the DCI are represented with the title Supporting Content. The fundamental ideas that are necessary for understanding a given science discipline. The core ideas all have broad importance within or across science or engineering disciplines, provide a key tool for understanding or investigating complex ideas and solving problems, relate to societal or personal concerns, and can be taught over multiple grade levels at progressive levels of depth and complexity.

**EQuIP Rubric for Science.** Educators Evaluating Quality in Instructional Products (EQuIP) for science is a tool and accompanying process for evaluating how well an individual lesson or single unit (series of related lessons) is designed to support students developing the knowledge and practice described by the Framework and the NGSS.

**The Framework.** A shortened title for the 2012 foundational report, A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas, published by the National Research Council (NRC) describes the scientific consensus for the science knowledge and skills students should acquire during their K-12 experience. A team of states, coordinated by Achieve,

---

<sup>1</sup> (Achieve, 2017)

took the Framework and used it to develop the Next Generation Science Standards. The Framework is available online in a variety of formats from the National Academies Press.

**Instructional Materials.** Tools used by teachers to plan and deliver lessons for students. Generally instructional materials include activities for daily instruction (“lessons”) that are organized into sequences (“units”, “chapters”).

**Instructional Materials Program.** A set of instructional materials that spans a large chunk of time or instruction, generally a full course (e.g. a Biology textbook) or a middle-grades science sequence. Distinguished from instructional materials that are not nearly as comprehensive, such as those that focus on only a few days or weeks of instruction or on a given content area.

**Learning Sequence.** Several connected and sequential lesson that build student understanding toward a set of learning goals progressively, over the course of weeks (as opposed to days). Learning sequences target complete three-dimensional learning goals through a variety of classroom experiences.

**Lesson.** A set of instructional activities and assessments that may extend over several class periods or days; it is more than a single activity.

**NGSS Innovations.** This document describes five NGSS Innovations that describe and explain what is new and different about the NGSS, particularly regarding instructional materials design and selection. The NGSS Innovations build on the conceptual shifts described in Appendix A of the NGSS.

**Sampling Evaluation Tool.** Evaluation tool completed by the publishers to be used by the review team during the Idaho review.

**Comprehensive Program.** A program which consistently meets the focus, coherence, depth, and rigor of the Idaho Content Standards with minimal or no need for instructional adaptations and/or supplemental materials. A comprehensive program provides effective content progressions within and between grade levels. \*Learning materials fully incorporate all five categories of the evaluation tool with no “none” designations.

**Basic Program.** A program which meets the focus, coherence, depth, and rigor of the Idaho Content Standards at a substantial level with some need for supplemental material. A basic program provides content progressions within and between grade levels, though they may be uneven. \*Learning materials incorporate/partially incorporate all five categories of the evaluation tool.

**Component Program.** A program designed and intended to be used to supplement a comprehensive or basic program. A Component Program will support and/or enhance the focus, coherence, depth, and rigor of a comprehensive or basic program. \*Learning materials incorporate/partially incorporate all five categories of the evaluation tool.

---

**For Questions Contact**

Content & Curriculum  
Idaho State Department of Education  
650 W State Street, Boise, ID 83702  
208 332 6800 | [www.sde.idaho.gov](http://www.sde.idaho.gov)