



Position Statement

Science

PROCESS

To make certain that all Idaho students are provided the opportunity to meet the high expectations of Idaho's content standards, educators need access to instructional materials that are not only high quality but well aligned to Idaho content standards. For the 2019 review cycle, Idaho's Science Curricular Review Committee evaluated submitted materials for content, organization, presentation and quality. The result of this process will provide districts with needed information on instructional materials in order to make informed adoption decisions. This process also allows for local control in regards to choice on instructional materials; districts may also choose to adopt curriculum that was/is not reviewed.

The Curricular Review process included an initial training of all evaluators, a remote review of assigned materials, and a consensus review where evaluators who were assigned the same materials partnered up for a final rating on each textbook based on the following ratings:

- 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.
- 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.
- 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.
- Intervention Program - A program designed and intended to target and support students' specific needs.

SCIENCE

Science is a body of knowledge, a way of thinking, and a process for understanding the natural world. Engineering applies the fields of science, technology, and mathematics to produce solutions to real-world problems. The process of developing scientific knowledge includes continuous questioning, testing, and refining ideas through the interpretation of empirical

evidence. Scientific literacy is essential for making informed choices on personal, local, regional, and global scales.

Students learn science by actively participating in it. This includes gathering information through observations, sense-making, and communicating with others. Science is a dynamic endeavor that allows learners to become active participants by forming their own ideas and engaging in scientific practice.

Science learning is personal, engaging and for everyone. Science allows members of any community or society to solve problems and improve our world. All students have the capacity to learn and practice science at a high level. Quality science learning must be accessible to every student, regardless of grade level, geographic setting, gender, economic status, or cultural background. All students, in all grades and classes, need authentic, developmentally appropriate science instruction guided by well-trained and well-informed instructors. Science includes a variety of practices, themes, and knowledge. Together, these components represent how science makes sense of phenomenon in the natural and man-made world. They are most meaningful when learned together.

Science and Engineering Practices (SEPs): Scientists and engineers actively participate in their work. Engaging in the practices of science allows students to understand how scientific knowledge develops. Beyond making hypotheses and testing them with experiments, scientists engage in sense making, designing, modeling, constructing, communicating, and collaborating. The practices not only describe the variety of activities necessary to do science, they also indicate how scientific thinking relates to other subject areas.

Crosscutting Concepts (CCCs): Crosscutting concepts include the broad overarching themes that unite the various science disciplines. They provide an organizational framework to build a connected, clear, and usable understanding of science and engineering. Understanding crosscutting concepts enables learners to make connections among different subjects and to utilize science in diverse settings.

Supporting Content: Supporting Content represents the fundamental and explanatory knowledge of specific subject areas within science. These core ideas represent the traditional understanding of science knowledge and specific subject matter. These core ideas are organized within physical, life, and earth sciences.

REVIEW

For the 2019 review cycle, 55 educators and/or administrators across the State of Idaho reviewed 97 science textbooks. Contracts for these materials are effective September, 2019-December 31, 2025. For the final review results, please visit the [curricular materials webpage](#).

For Questions Contact

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