



**Science Adoption Committee: AP Biology, AP Chemistry, IB Biology, IB Chemistry**

**Additional Resources B**

- Materials developed during the October 23, 2024 Meeting

## Criteria for SUSD 2024-2025 Science Curriculum Adoption Committee: AP Biology, AP Chemistry, IB Biology, IB Chemistry

- **Alignment with Framework:**
  - **AP:** The curriculum must align with the AP science course framework and learning objectives as outlined by the College Board for AP Biology and/or AP Chemistry and follows the recommended AP course sequence.
  - **IB:** The curriculum must align with the IB science standards and practices, including the IB Learner Profile and covers the specific IB science content for IB SL/HL Biology and/or IB SL/HL Chemistry and follows the recommended course sequence.
  - **AZSS:** The curriculum aligns with Arizona Science Standards
- **Rigorous Scientific Content:**
  - **AP:** Include college-level scientific content and skills, ensuring students are prepared for the AP science exam.
  - **IB:** Ensure the curriculum fosters a holistic scientific education that includes international mindedness and diverse ways of knowing, preparing students effectively for IB DP examinations.
- **Laboratory Work:**
  - **AP:** Incorporate hands-on laboratory experiments and activities that align with the AP science course descriptions.
  - **IB:** Incorporate hands-on laboratory experiments and activities that align with the IB science course subject briefs.
- **Assessment Methods:**
  - **AP:** Include various assessment methods such as formative and summative assessments, practice exams, lab reports, and performance tasks that prepare students for success on the AP Exams.
  - **IB:** Include clear assessment criteria and methods, ensuring alignment with IB science assessment standards.
- **Interdisciplinary Learning and Global Scientific Contexts:**
  - **AP:** Promote interdisciplinary learning and connections between science domains and with other subjects.
  - **IB:** Promote interdisciplinary learning and connections between science and other subjects. Integrate global scientific contexts and perspectives into the curriculum.
- **Teacher Training:**
  - **AP and IB:** Provides professional development that ensures that teachers are prepared to teach the course successfully using the curriculum.
- **Equity and Access:**
  - **AP:** Promote equity and access, ensuring all students have the opportunity to succeed in AP science courses.
  - **IB:** Promote equity and access, ensuring all students have the opportunity to succeed in IB DP science courses.
- **Teacher Resources:**
  - **AP:** Provide a detailed course syllabus that includes a timeline, unit plans, lab schedules, and instructional strategies. Specifies the necessary lab equipment, safety materials, and other resources needed to effectively teach the science course. Resource includes teacher guides, answer keys and explicit instructions on how to implement lessons.
  - **IB:** Specify the necessary resources, including textbooks, lab equipment, safety materials, and digital tools. Resource includes teacher guides, answer keys and explicit instructions on how to implement lessons.
- **Student Support:**
  - **AP and IB:** Include strategies for supporting diverse learners.
- **Technology Integration:**
  - **AP and IB:** Incorporate technology to enhance scientific learning and provide access to digital resources and simulations.

# SUSD Science Curriculum Adoption Rubric: AP Biology, AP Chemistry, IB Biology, IB Chemistry



**Committee Member ID** \_\_\_\_\_

**Material Number** \_\_\_\_\_

**Course Alignment** \_\_\_\_\_

**Publisher/Vendor** \_\_\_\_\_

**Material/Text Name** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

<b>Category I: Alignment to Standards and Depth of Knowledge</b>	<b>Evidence of Quality</b>	<b>Comments</b>
1A: Text is designed for AP/IB and meets the College Board and International Baccalaureate requirements	0 1 2 3	
1B: Aligned to standards, scope and sequence, and disciplinary practices of the AP and IB courses	0 1 2 3	
1C: Appropriate rigor and Depth of Knowledge to prepare students for high stakes and performance-based assessments	0 1 2 3	
1D: Science Practices and/or Approaches to Learning are present and spiraled throughout the course.	0 1 2 3	
1E: Units are grounded in Big Ideas, IB Themes and/or Crosscutting Concepts.	0 1 2 3	
1F: Curriculum is accurate and current.	0 1 2 3	
<b>Rating for Category I: Alignment to Standards and Depth of Knowledge</b>		<b>__/18</b>

<b>Category II: Ease of Use and Support</b>	<b>Evidence of Quality</b>	<b>Comments</b>
2A: The resource layout and organization contribute to ease of use for teachers, students, and parents.	0 1 2 3	
2B: The resource has multiple formats (hard-copy, digital) of a variety of resources.	0 1 2 3	
2C: The resource contains all materials needed for successful implementation (example: problem solutions, answer keys, lab descriptions, lab notebooks, lesson plans, presentations, etc.).	0 1 2 3	
2D: The resource provides options and guidance of methods for differentiated learning.	0 1 2 3	
2E: The resource is fully supported by the vendor, including: professional development, platform training and customer support.	0 1 2 3	
2F: The resource provides various formative and summative assessments and practice exams that prepare students for success.	0 1 2 3	
<b>Rating for Category II: Ease of Use and Support</b>		<b>__/18</b>

<b>Category III: Student Engagement and Success</b>		<b>Evidence of Quality</b>	<b>Comments</b>
3A: The resource has questions and learning tasks that encourage the development and application of critical and creative thinking.		<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	
3B: The resources provide options to support student success and readiness for assessments (supports and accelerations).		<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	
3C: The resource is culturally relevant for students from diverse backgrounds and provides multiple perspectives.		<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	
3D: The resource sparks student interest, is relevant to today, and includes interdisciplinary and real-world connections.		<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	
3E: The resource aligns with laboratory requirements.		<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	
3F: The resource has an interactive and comprehensive online platform to augment classroom instruction.		<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	
<b>Rating for Section III: Student Engagement and Success</b>			<b>__/18</b>

<b>Category Ratings</b>			<b>TOTAL SCORE</b>
<b>Category I: Alignment to Standards and Depth of Knowledge</b>	<b>Category II: Ease of Use and Support</b>	<b>Category III: Student Engagement and Success</b>	
<b>__/18</b>	<b>__/18</b>	<b>__/18</b>	<b>__/54</b>

**Notes**