| **Virginia Board of Education Agenda Item** | **Seal of the Commonwealth of Virginia** |
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# **Agenda Item**: G

# **Date:** July 23, 2020

# Title: First Review of Proposed State Approved Textbooks for K-12 Science

# Presenter: Anne Petersen, Science Coordinator

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# Purpose of Presentation:

Action required by state or federal law or regulation.

# Executive Summary:

The Virginia Department of Education (VDOE) began the process to review science textbooks following the Board of Education’s review on July 25, 2019. The Department followed the [Timeline for State Approval Process for Science](http://www.doe.virginia.gov/instruction/textbooks/science/texbook-approval-science.docx) (Word) (contained in Attachment A) and the [Textbook Criteria for Science](http://www.doe.virginia.gov/instruction/textbooks/science/2019/science%20_textbook_evaluation_forms_2019.docx) (Word) (contained in Attachment B) to conduct the textbook review. In November 2019, publishers of the reviewed science textbooks submitted a Publisher’s Certification and Agreement form for each textbook being considered for approval by the Board of Education. VDOE staff members have reviewed the information included in each submitted [Publisher’s Certification and Agreement form](http://www.doe.virginia.gov/instruction/textbooks/review_process/publisher_submission_form.docx) (blank version contained in Attachment C).

In January 2020, committees of Virginia educators received the science textbook samples along with K-12 *Science Standards of Learning* textbook correlations from publishers. Between January 2020 and March 2020, members of these committees conducted individual analyses of the materials using evaluation criteria for Standards of Learning (SOL) correlation, content, bias, and design for instructional planning and support. In March 2020, VDOE staff then aggregated the analyses of committee members and shared consensus evaluations with publishers. Publishers were given an opportunity to respond to the committees’ reviews and recommendations in June 2020. Requests by publishers for reconsideration were examined carefully by VDOE staff, and staff members began preparing the list of proposed approved science textbooks for presentation to the Board.

The list of proposed recommended science textbooks, including the status of the Publisher’s Certification and Agreement forms for each, is included as Attachment D.

Following the Board’s first review of the proposed textbooks, the VDOE will conduct a 30-day public comment period with the intent to bring to the Board a final list of proposed approved textbooks for K-12 science in September 2020.

### Review and approval of K-12 science textbooks that are aligned to the 2018 *Science Standards of Learning* aligns with Priority 1: Provide high-quality, effective learning environments for all students of the [Board of Education *Comprehensive Plan: 2018-2023*](http://www.doe.virginia.gov/boe/plan/comprehensive-plan.pdf) through having resources that support a system of quality education.

# Action Requested:

Action will be requested at a future meeting. Specify anticipated date below:

## September 17, 2020

# Superintendent’s Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education receive for first review the attached list of proposed recommended textbooks for K-12 science.

# Previous Review or Action:

Previous review and action. Specify date and action taken below:

**Date:** July 25, 2019

**Action:** Written report on anticipated timeline and review process

# Background Information and Statutory Authority:

The Board of Education’s authority for approving textbooks or other instructional materials is prescribed in the Constitution of Virginia ([Article VIII, § 2](http://law.lis.virginia.gov/constitution/article8/section2)) and in the [*Code of Virginia*](https://law.lis.virginia.gov/vacode/22.1-253.13:1/) (applicable citations noted in Attachment C). [Virginia’s Textbook Review Process](http://www.doe.virginia.gov/instruction/textbooks/review_process/va_textbook_review_process.pdf) provides a comprehensive overview of the current textbook review process, along with the Regulations Governing Local School Boards and School Divisions.

The current list of state-approved science textbooks was approved by the Board in 2012 following revisions to the *Science Standards of Learning* and *Curriculum Framework* in 2010. The Board of Education approved the 2018 *Science Standards of Learning* on October 18, 2018, and the 2018 *Science Curriculum Framework* on June 20, 2019, which then prompted the need to review textbooks for correlation to the revised content. On July 25, 2019, the Board of Education received a report of the anticipated timeline for the review of textbooks to align with the 2018 *Science Standards of Learning* and *Curriculum Framework.*

# Timetable for Further Review/Action:

Upon acceptance of the list of proposed K-12 science textbooks for first review by the Board of Education, a 30-day public comment period will be announced. The science textbooks submitted for review may be reviewed through an online process. The list of recommended K-12 science textbooks will be presented to the Board of Education for final review on September 17, 2020.

# Impact on Fiscal and Human Resources:

This responsibility can be absorbed by the agency’s existing resources at this time. If the agency is required to absorb additional responsibilities related to this process, other services will be impacted.

# Attachment A

## 2019-2020 Approval Process for K-12 Science Textbooks

**October 2019** The Virginia Department of Education (VDOE) invites publishers to submit textbooks for review.

VDOE seeks nominations for qualified educators and content experts to serve on the textbook review committees.

Publishers indicate their intent to submit textbooks on completed certification and agreement forms that are required by the Board in its state approval process.

**November 2019** Review committees of K-12 educators and content experts with advanced degrees in the field are determined.

VDOE reviews publisher certifications and agreements and works with publishers to address concerns. Incomplete forms may result in the textbook being removed for consideration for review.

**December 2019** VDOE notifies the publishers of the evaluation committee members for the purpose of sending all the textbooks under consideration for approval to these reviewers**.**

**January-**

**February 2020** Committee members use the evaluation criteria to review the textbooks independently for Standards of Learning (SOL) correlations, content, bias, and design for instructional planning and support.

**March 2020** Members of the review committee submit their individual textbook analysis to the VDOE staff for aggregation and consensus.

**April 2020** The consensus evaluations are shared with publishers.

**June 2020** Publishers are given the opportunity to respond to the committee’s reviews and recommendations.

**July 2020** The Board receives the proposed list of textbooks for first review, along with information from the textbook publishers’ certifications and agreements.

**August 2020** During a 30-day public comment period, the public is invited to review copies of the textbooks that have been placed around the state and to provide comment to the Board.

**September 2020** The Board reviews all public comment, considers the list, and approves the textbooks.

VDOE posts a list of approved textbooks with prices and information from the textbook publisher’ certifications and agreements on the VDOE’s website.

**Ongoing** The public may provide ongoing feedback regarding inaccuracies in approved textbooks.

# Attachment B

## Evaluation Criteria Used by Textbook Review Committee

**Section I: Correlation with the Standards of Learning**

|  |  |  |
| --- | --- | --- |
| **Determine the degree to which content found in these textbooks is correlated with the Standards of Learning and the Curriculum Framework for this subject.** | | |
| **Adequate**  **A**  **(Note: Provide examples to support this rating.)** | **Limited**  **L**  **(Note: Provide examples to support this rating.)** | **No Evidence**  **N** |
| Lessons are aligned with the standards.  Content appears accurate, clear, and in sequential order.  Most of the essential understandings, knowledge, and skills are supported.  Many opportunities are provided for students to practice essential skills. | Limited connections between the standards and the lessons are noted.  Content appears to contain some inaccuracies or is not always clear.  Essential understandings, knowledge, or skills are not sufficiently addressed.  There is limited opportunity for students to practice essential skills. | No correlation between the standards and the lessons are noted.  A logical sequence of content cannot be identified and/or there appear to be significant content inaccuracies.  Essential understandings, knowledge, or skills are not addressed.  Opportunities to practice essential skills are not included. |
| Comments or concerns related to content accuracy, bias, or editing: | | |

**Section II: Rubric for Instructional Design and Support**

**(Reported and may be used in correlation and approval considerations.)**

|  |  |  |
| --- | --- | --- |
| **Adequate**  (Note: Provide examples to support this rating.) | **Limited**  (Note: Provide examples to support this rating.) | **No Evidence** |
| 1. Materials emphasize the use of effective instructional practices and learning theory. | | |
| * 1. Students are guided through critical thinking and problem-solving approaches. | | |
| Materials consistently include content promoting use of critical thinking and problem-solving approaches. | Materials inconsistently include content promoting use of critical thinking and problem-solving approaches. | Materials do not include content promoting use of critical thinking and problem-solving approaches. |
| * 1. Concepts are introduced through concrete experiences that incorporate the scientific and engineering practices. | | |
| Materials consistently promote the introduction of concepts through concrete experiences. | Materials inconsistently promote the introduction of concepts through concrete experiences. | Materials do not promote the introduction of concepts through concrete experiences. |
| * 1. Multiple opportunities are provided for students to develop and apply concepts through scientific and engineering practices. | | |
| Materials consistently provide development and application of concepts through appropriate technologies. | Materials inconsistently provide development and application of concepts through appropriate technologies. | Materials do not provide development and application of concepts through appropriate technologies. |
| * 1. Students use a variety of representations (graphical, numerical, symbolic, verbal, and physical) to connect science concepts. | | |
| Materials provide consistent use of a variety of representations of science content and concepts. | Materials provide inconsistent use of a variety of representations of science content and concepts. | Materials do not provide use of a variety of representations of science content and concepts. |
| 1. The science content is significant and accurate. | | |
| * 1. Materials are presented in an organized, logical manner which represents the current thinking on how students learn science. | | |
| Materials consistently support the balanced use of conceptual and procedural approaches. | Materials inconsistently support the balanced use of conceptual and procedural approaches. | Materials do not support a balanced use of conceptual and procedural approaches. |
| * 1. Materials are organized appropriately within and among units of study. | | |
| Materials are consistently organized within and among units of study. | Materials are inconsistently organized within and among units of study. | Materials are inappropriately organized within and among units of study. |
| * 1. Format design includes titles, subheadings, and appropriate cross-referencing for ease of use. | | |
| Materials consistently use formatting that is user-friendly. | Materials inconsistently use formatting that is user-friendly. | Materials do not use formatting that is user-friendly. |
| * 1. Writing style, length of sentences, vocabulary, graphics, and illustrations are appropriate. | | |
| Materials consistently include writing and visuals that are appropriate for the grade level. | Materials inconsistently include writing and visuals that are appropriate for the grade level. | Materials do not include writing and visuals that are appropriate for the grade level. |
| * 1. Level of abstraction is appropriate and practical/real-life examples, including careers, are provided. | | |
| Materials consistently provide the appropriate level of abstraction and appropriate practical/real-life examples. | Materials inconsistently provide the appropriate level of abstraction and appropriate practical/real-life examples. | Materials do not provide the appropriate level of abstraction and appropriate practical/real-life examples. |
| * 1. Sufficient applications are provided to promote depth of application. | | |
| Materials consistently provide sufficient applications to promote depth of application and are appropriate for the grade level. | Materials inconsistently provide sufficient applications to promote depth of application and are appropriate for the grade level. | Materials do not provide sufficient applications to promote depth of application and are not appropriate for the grade level. |
| 1. Materials present content in an accurate, unbiased manner. | | |
| Materials consistently present content in an accurate, unbiased manner. | Materials inconsistently present content in an accurate, unbiased manner. | Materials do not present content in an accurate, unbiased manner. |

# Attachment C

## Publishers’ Submission Forms for Virginia’s Textbook Approval Process

Virginia Department of Education

Approved by the Virginia Board of Education

March 24, 2011\*

**\*** Updated to comply with SB4 (2014) Chapter 440 § 1 Uncodified Act of the General Assembly

**Introduction**

The Virginia Board of Education’s authority for approving textbooks and other instructional materials is prescribed in the *Virginia Constitution* and in the *Code of Virginia*.

* *Virginia Constitution, Article VIII, § 5 (d)*

It [the Board of Education] shall have authority to approve textbooks and instructional aids and materials for use in courses in the public schools of the Commonwealth.

* *Code of Virginia*, § 22.1-238

1. The Board of Education shall have the authority to approve textbooks suitable for use in the public schools and shall have authority to approve instructional aids and materials for use in the public schools. The Board shall publish a list of all approved textbooks on its website and shall list the publisher and the current lowest wholesale price of such textbooks.
2. Any school board may use textbooks not approved by the Board provided the school board selects such books in accordance with regulations promulgated by the Board.
3. For the purposes of this chapter, the term "textbooks" means print or electronic media for student use that serve as the primary curriculum basis for a grade-level subject or course.

[SB4 (2014) Chapter 440 § 1](http://law.lis.virginia.gov/uncodifiedacts/2014/session1/chapter440/) was passed as an Uncodified Act of the General Assembly -

Be it enacted by the General Assembly of Virginia:

1. *§ 1. That all textbooks approved by the Board of Education pursuant to § 22.1-238 of the Code of Virginia, when referring to the Sea of Japan, shall note that it is also referred to as the East Sea.*

2. That the provisions of this act shall not affect any textbook approved by the Board of Education prior to July 1, 2014.

This document, including all attachments, provides textbook publishers with the required information and forms for submitting textbooks for review by the Virginia Department of Education (VDOE) and approval by the Virginia Board of Education. By submitting textbooks for evaluation, publishers agree to follow the procedures set forth in this document. Failure to comply with all procedures may result in disqualification of the textbook as a part of the review and approval process.

**Primary Material Submitted for Review**

As noted in Section 22.1-238.C of the *Code of Virginia* above, the term textbook refers to print or electronic media for student use that serves as the primary curriculum basis for a grade-level subject or course.

For the remainder of this document, such instructional media will be referred to as “primary material.” Primary material contains the core curriculum that is the basis for the grade-level subject or course. VDOE review committees will review the material selected by the publisher as the “primary material.” This is typically the student edition of the textbook or the primary material that students will use to gain access to the content, although there may be exceptions according to the content area and grade level of the textbooks (e.g., teacher’s editions may need to be included in the review at elementary grades for English/reading). Ancillary and supplemental materials will not be considered for review.

Submitting primary material in digital format is encouraged. However, publishers may submit primary material in either digital or print format, or in a format combining both media. VDOE review committees will review only the material selected as the primary material by the publisher. If a print program is submitted as the primary material to be reviewed, a digital version of this material must also be available to students. Any duplicate or similar version of the primary material submitted will not be reviewed by the VDOE review committees as a part of the textbook approval process. If a publisher submits digital primary material and this material is also available in print, the review committee will review only the digital version of the primary material. In submitting their materials for review, publishers must provide an explanation of if and how the content in the primary material medium (digital or print) is different from or comparable to that offered in the other medium. Digital primary material may contain items such as embedded video clips or content that is delivered through an interactive format.

**Submission Forms**

Publishers must complete the Textbook Publisher’s Certification and Agreement listing all primary materials submitted for review consideration at the time it signals intent to submit textbooks for review as part of Virginia’s textbook approval process.

***Textbook Publisher’s Certification***

(Date)

(Publishing Company)

Name of Primary Contact:

Phone Number, including area code:

Email Address:

The publishing company indicated above submits the following primary materials to the Virginia Department of Education for consideration in Virginia’s textbook approval process.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Title** | **ISBN** | **Copyright** | **Grade Level or Course** | **Is this primary material submitted as digital, print, or combination?\*** |
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\*Only one version of the primary material will be reviewed by VDOE committees. If the primary material is available in more than one format, provide an explanation of how they differ or are comparable.

The publisher certifies the following:

1. Each textbook has been thoroughly examined and reviewed by at least three qualified content experts for factual accuracy in the subject matter and the textbooks are free from any factual or editing errors. The credentials of the author(s) and/or editor(s) and content review experts are provided on the attached forms.

2. Each textbook has been thoroughly examined and reviewed by qualified editors to identify any typographical errors.

1. Any duplicate version (i.e., print or digital) of the primary material that is available to Virginia school divisions contains at least the same content included in the primary material selected by the publisher for review. Any additional content, above that contained in the primary material reviewed, is accurate and free of errors. If the content of the print and digital versions of the same primary material varies, those variations are outlined in an attachment to the certification.
2. The Quality Assurance and Editing Process described below was followed for all primary materials submitted by the publisher for review.

**Quality Assurance and Editing Process**: Please describe, *in three pages or less*, the internal process used to ensure accuracy and lack of bias including:

* the quality assurance and workflow steps used to ensure accuracy of content;
* the quality assurance and workflow steps used to eliminate editing and typographical errors, including errors in grammar, written expression, spelling, formatting, and other substantive elements that may affect student learning;
* the fact-back-up guidelines (i.e., what is an acceptable source for a fact and what is not) used by the authors, editors, and outside content experts;
* the review by outside content experts, other than the authors, to verify accuracy and ensure freedom from bias; and
* the process used to reach consensus on information with divergent interpretations.

Enter the description here. (Additional information will not be considered or reviewed.)

***Textbook Publisher’s Agreement***

The PUBLISHER agrees to the following:

1. After submission of a textbook to the Department of Education for consideration in the textbook approval process, the PUBLISHER will promptly inform the Department in writing of any changes made in the textbook prior to its approval by the Board of Education.
2. If any factual or editing errors are identified in a PUBLISHER’s textbook following its approval by the Board of Education, the PUBLISHER will submit a corrective action plan to the Department of Education within 30 days of being notified by the Department of the errors. All corrective action plans must be approved by the Board of Education, but the Board hereby delegates the approval of corrective action plans not involving significant errors to the Superintendent of Public Instruction. Each corrective action plan must be tailored to the materiality of the errors identified and must be implemented in the manner most conducive to and least disruptive of student learning. Corrective action plans may include, but are not limited to: a) corrections upon reprinting of the textbook; b) corrective edits to an online textbook; c) electronic errata sheets posted on the PUBLISHER’s and the Department of Education’s websites; d) print errata sheets provided to schools for insertion into textbooks; e) replacement books; and f) return of the textbook and refund of any payment made for the textbook. Upon approval of the corrective action plan, the PUBLISHER will implement the plan at the PUBLISHER’s expense.
3. If, upon being notified by the Department of factual or editing errors in an approved textbook, the PUBLISHER disputes that the textbook contains such errors, the PUBLISHER must submit a written explanation of its position to the Department within 30 days of receiving notice from the Department of the error. Upon request, the PUBLISHER may meet with the Department. The Board of Education reserves to itself the right to make a final determination of whether the textbook contains a factual or editing error. If the Board determines that the textbook contains such an error, the PUBLISHER will submit a corrective action plan to the Department within 15 days after receiving notice of the Board’s determination.
4. If numerous and/or significant errors are identified in a textbook on the Board of Education’s approved list, the Board of Education may, in its sole discretion, withdraw the textbook from the approved list. The Board of Education must notify the PUBLISHER in writing before it removes its textbook from the approved list. The PUBLISHER will have 30 days to respond in writing and the right to meetwith the Department of Education before removal.A “significant error” is a factual or editing error that the Board of Education or Department of Education determines within the context of the intended use of the textbook will substantially interfere with student learning. A change in knowledge that occurs subsequent to publication shall not constitute a significant error.
5. If the PUBLISHER makes updates/revisions to textbooks after they have been approved by the Board of Education, the PUBLISHER will ensure that the updated/revised material has been vetted through the same quality assurance process for accuracy and editing outlined in the signed certification. The PUBLISHER will notify the Department and any school division that has purchased this material of the updates/revisions that have been made.

Please check here if this submission includes an attachment that outlines if and how duplicate versions (print or digital) of primary materials vary.   
(Item #3 in the certification)

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(Signature of President of the Company or Designee) (Date)

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(Printed Name and Title of Person Signing Above)

***Author(s)/Editor(s) and Content Review Expert Information***

This attachment must be completed for each primary material submitted for review. Please insert additional copies for each primary material.

**Primary Material (printed book or digital submission)**

Please list name and edition of the textbook or series submitted as a primary material.

**Publisher:**

**Product Name:**

**Author(s):**

**Edition:** **ISBN:**

**Author/Editor Information**

Please complete the table below. Include each author and/or editorassociated with the development of the primary material. Please insert copies of the table for additional authors/editors.

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| --- | --- |
| **Author/Editor:** | **Role of the author/editor in writing the textbook (include references to specific sections, chapters, pages, etc.)** |
| Education and professional background: |  |
| Related published works: |
| Professional qualifications and specific areas of expertise: |
| Did the author/editor review the final copy of his/her work before publication?  \_\_\_ Yes \_\_\_\_ No |

***Content Review Expert Information***

Please include each content review expert associated with the quality assurance process for accuracy and editing for the primary material listed. At least three content review experts must be included with at least 1) two experts with a graduate degree in the content area being reviewed; and 2) at least one teacher with recent experience teaching the content in the appropriate grade level or course. Please insert copies of the table for additional content review experts.

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| --- | --- |
| **Reviewer:** | **Role the reviewer had in the review process (entire book or include references to specific sections, chapters, pages, etc.)** |
| Education and professional background: |  |
| Related published works: |
| Professional qualifications and specific areas of expertise: |

# Attachment D: Proposed Science Textbooks Recommended for Approval 2019-2020

July 23, 2020

**Satisfactory Completion of Publisher’s Certifications and Agreements**

| **Grade/Course** | **Publisher** | **Title** | **Yes** | **No** |
| --- | --- | --- | --- | --- |
| **Kindergarten** |  |  |  |  |
| Kindergarten | Accelerate Learning, Inc. | STEMscopes Virginia - Kindergarten | X |  |
| Kindergarten | Delta Education, LLC/ School Specialty, Inc. | Grade K VA FOSS: Animals Two by Two, Trees and Weather, Materials and Motion | X |  |
| Kindergarten | Discovery Education, Inc. | Virginia Discovery Education Science Experience – Grade K | X |  |
| Kindergarten | Five Ponds Press Books, Inc. | Exploring Science All Around Us Level K | X |  |
| Kindergarten | SASC, LLC dba Activate Learning | PRIME: Pushes and Pulls, Plants and Animals, Watching the Sky, | X |  |
| **Grade 1** |  |  |  |  |
| Grade 1 | Accelerate Learning, Inc. | STEMscopes Virginia – Grade 1 | X |  |
| Grade 1 | Delta Education, LLC/ School Specialty, Inc. | Grade 1 VA FOSS: Plants and Animals, Air and Weather, Sound and Light | X |  |
| Grade 1 | Discovery Education, Inc. | Virginia Discovery Education Science Experience – Grade 1 | X |  |
| Grade 1 | Five Ponds Press Books, Inc. | Exploring Science All Around Us Level 1 | X |  |
| Grade 1 | SASC, LLC dba Activate Learning | PRIME: Light and Sound, Examining Living Things, Tracking the Weather, | X |  |
| **Grade 2** |  |  |  |  |
| Grade 2 | Accelerate Learning, Inc. | STEMscopes Virginia – Grade 2 | X |  |
| Grade 2 | Delta Education, LLC/ School Specialty, Inc. | Grade 2 VA FOSS: Insects and Plants, Weather and Seasons, Solids and Liquids, Forces in Action | X |  |
| Grade 2 | Discovery Education, Inc. | Virginia Discovery Education Science Experience – Grade 2 | X |  |
| Grade 2 | Five Ponds Press Books, Inc. | Exploring Science All Around Us Level Two | X |  |
| Grade 2 | SASC, LLC dba Activate Learning | PRIME: Forces in Action; Solids, Liquids, and Gases; Patterns in Life Cycles; Diversity in Habitats; Land, Water, and Wind | X |  |

Proposed Science Textbooks Recommended for Approval 2019-2020

July 23, 2020

**Satisfactory Completion of Publisher’s Certifications and Agreements**

| **Grade/Course** | **Publisher** | **Title** | **Yes** | **No** |
| --- | --- | --- | --- | --- |
| **Grade 3** |  |  |  |  |
| Grade 3 | Accelerate Learning, Inc. | STEMscopes Virginia – Grade 3 | X |  |
| Grade 3 | Delta Education, LLC/ School Specialty, Inc. | Grade 3 VA FOSS: Structure of Life, Water and Climate, VA Motion and Matter | X |  |
| Grade 3 | Discovery Education, Inc. | Virginia Discovery Education Science Experience – Grade 3 | X |  |
| Grade 3 | Five Ponds Press Books, Inc. | Exploring Science All Around Us Level 3 | X |  |
| Grade 3 | SASC, LLC dba Activate Learning | PRIME: Changing Environments, Earth’s Systems, Inheritance and Variation | X |  |
| **Grade 4** |  |  |  |  |
| Grade 4 | Accelerate Learning, Inc. | STEMscopes Virginia – Grade 4 | X |  |
| Grade 4 | Delta Education, LLC/ School Specialty, Inc. | Grade 4 VA FOSS: Living Systems, VA Environments, Earth and Sun | X |  |
| Grade 4 | Discovery Education, Inc. | Virginia Discovery Education Science Experience – Grade 4 | X |  |
| Grade 4 | Five Ponds Press Books, Inc. | Exploring Science All Around Us Level 4 | X |  |
| **Grade 5** |  |  |  |  |
| Grade 5 | Accelerate Learning, Inc. | STEMscopes Virginia – Grade 5 | X |  |
| Grade 5 | Discovery Education, Inc. | Virginia Discovery Education Science Experience – Grade 5 | X |  |
| Grade 5 | Five Ponds Press Books, Inc. | Exploring Science All Around Us Level 5 | X |  |

Proposed Science Textbooks Recommended for Approval 2019-2020

July 23, 2020

**Satisfactory Completion of Publisher’s Certifications and Agreements**

| **Grade/Course** | **Publisher** | **Title** | **Yes** | **No** |
| --- | --- | --- | --- | --- |
| **Grade 6** |  |  |  |  |
| Grade 6 | Accelerate Learning, Inc. | STEMscopes Virginia – Grade 6 | X |  |
| Grade 6 | Savvas Learning Company LLC | Virginia Elevate Science Grade 6 | X |  |
| **Life Science** |  |  |  |  |
| Life Science | Accelerate Learning, Inc. | STEMscopes Virginia – Middle School Life Science | X |  |
| Life Science | Discovery Education, Inc. | Virginia Discovery Education Science Experience – Life Science | X |  |
| Life Science | Savvas Learning Company LLC | Virginia Elevate Science Life | X |  |
| **Physical Science** |  |  |  |  |
| Physical Science | Accelerate Learning, Inc. | STEMscopes Virginia – Middle School Physical Science | X |  |
| Physical Science | Delta Education, LLC/ School Specialty, Inc. | Grade 8 VA FOSS: Waves, Gravity and Kinetic Energy, Electromagnetic Force, Chemical Interactions | X |  |
| Physical Science | Discovery Education, Inc. | Virginia Discovery Education Science Experience – Physical Science | X |  |
| Physical Science | Savvas Learning Company LLC | Virginia Elevate Science Physical | X |  |
| Physical Science | SASC, LLC dba Activate Learning | PBIScience: Air Quality, Energy, Vehicles in Motion | X |  |

Proposed Science Textbooks Recommended for Approval 2019-2020

July 23, 2020

**Satisfactory Completion of Publisher’s Certifications and Agreements**

| **Grade/Course** | **Publisher** | **Title** | **Yes** | **No** |
| --- | --- | --- | --- | --- |
| **Biology** |  |  |  |  |
| Biology | Discovery Education, Inc. | Virginia Discovery Education Science Experience – Biology | X |  |
| Biology | Savvas Learning Company LLC | Virginia Miller and Levine Biology | X |  |
| **Chemistry** |  |  |  |  |
| Chemistry | Accelerate Learning, Inc. | STEMscopes Virginia – Chemistry | X |  |
| Chemistry | Discovery Education, Inc. | Virginia Discovery Education Science Experience - Chemistry | X |  |
| Chemistry | Lab-Aids Inc. | A Natural Approach to Chemistry | X |  |
| Chemistry | National Geographic Learning/Cengage | World of Chemistry | X |  |
| Chemistry | PASCO Scientific | Essential Chemistry | X |  |
| Chemistry | SASC, LLC dba Activate Learning | Active Chemistry | X |  |
| Chemistry | Savvas Learning Company LLC | Pearson Chemistry | X |  |
| Chemistry | Savvas Learning Company LLC | Virginia Experience Chemistry | X |  |
| **Earth Science** |  |  |  |  |
| Earth Science | Discovery Education, Inc. | Virginia Discovery Education Science Experience – Earth and Space Science | X |  |
| **Physics** |  |  |  |  |
| Physics | Accelerate Learning, Inc. | STEMscopes Virginia – Physics | X |  |
| Physics | Discovery Education, Inc. | Virginia Discovery Education Science Experience – Physics | X |  |
| Physics | PASCO Scientific | Essential Physics | X |  |
| Physics | SASC, LLC dba Activate Learning | Active Physics | X |  |