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Student	ts will:					
A/P 2.	Analyze characteristics of tissue types (e.g., epithelial tissue) and construct an exp	olan	ation	of h	ow t	he
	cal and structural organizations of the cells that form these tissues are specialized t	o co	ondu	ct the	;	
	on of that tissue (e.g., lining, protecting).					
0 =	Rarely adheres to the criteria $1 = $ Occasionally adheres to the criteria $2 = $ Sometimes adheres to the criteria $4 = $ Exceeds the criteria	neres	to the	e crite	ria	
	Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
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	nentation of how the standard is met. Cite examples from the material (chapter and page no name)	umb	ers O	R mo	dule	
Portion	as of the standard that are missing or not well developed in the instructional material (if ar	ıy):				
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Students will:

A/P 3. Obtain and communicate information to explain the integumentary system's structure and function, including layers and accessories of skin and types of membranes. a. Analyze the effects of pathological conditions (e.g., burns, skin cancer, bacterial and viral infections, chemical dermatitis) to determine the body's attempt to maintain homeostasis.

0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adh 3= Adheres to the criteria 4 = Exceeds the criteria	eres 1	to the	criteri	a	
Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
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Portions of the standard that are missing or not well developed in the instructional material (if an	y):				
Comments:					

Students will:

- A/P 4: Use models to identify the structure and function of the skeletal system (e.g., classification of bones by shape, classification of joints and the appendicular and axial skeletons).
 - a. Obtain and communicate information to demonstrate understanding of the growth and development of the skeletal system (e.g., bone growth and remodeling).
 - b. Obtain and communicate information to demonstrate understanding of the pathology of the skeletal system (e.g., types of bone fractures and their treatment, osteoporosis, rickets, other bone diseases).

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Comments:					

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Textbook Series/Title: _____

Students will:

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A/P 5: Develop and use models to illustrate the anatomy of the muscular system, includi	ng n	nuscl	e loc	ation	ıs
and groups, actions, origins and insertions. a. Plan and conduct investigations to explain					the
muscular system (e.g., muscle contraction/relaxation, muscle fatigue, muscle tone), inclu	ıdinş	g patl	holog	gical	
conditions (e.g., muscular dystrophy).					
0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes add 3= Adheres to the criteria 4 = Exceeds the criteria	neres	to the	criter	ia	
Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
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and tab name)					
Portions of the standard that are missing or not well developed in the instructional material (if ar	ıy):				
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Fextbook Series/Title:	Reviewer Initials

Students will:

A/P 6: Obtain, evaluate, and communicate information regarding how the central nervous system and peripheral nervous system interrelate, including how these systems affect all other body systems to maintain homeostasis.

- a. Use scientific evidence to evaluate the effects of pathology on the nervous system (e.g., Parkinson's disease, Alzheimer's disease, cerebral palsy, head trauma) and argue possible prevention and treatment options.
- b. Design a medication to treat a disorder associated with neurotransmission, including mode of entry into the body, form of medication, and desired effects.*

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Portions of	the standard that are missing or not well developed in the instructional material (if an	ıy):				
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Textbook Series/Title:

Students will:

- A/P 7: Use models to determine the relationship between the structures in and functions of the cardiovascular system (e.g., components of blood, blood circulation through the heart and systems of the body, ABO blood groups, anatomy of the heart, types of blood vessels)
 - a. Engage in argument from evidence regarding possible prevention and treatment options related to the pathology of the cardiovascular system (e.g., myocardial infarction, mitral valve prolapse, varicose veins, arteriosclerosis, anemia, high blood pressure).
 - b. Design and carry out an experiment to test various conditions that affect the heart (e.g., heart rate, blood pressure, electrocardiogram [ECG] output.)

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STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form					
Documentation of how the standard is met. Cite examples from the material (chapter and page mand tab name)	umbo	ers O	R mo	dule	
Portions of the standard that are missing or not well developed in the instructional material (if an	y):				
Comments:					

Reviewer Initials_____

Textbook Series/Title: ____

Students will:

A/P 8: Communicate scientific information to explain the relationship between the structures and functions, both mechanical (e.g., chewing, churning in stomach) and chemical (e.g., enzymes, hydrochloric acid [HCl] in stomach), of the digestive system, including the accessory organs (e.g., salivary glands, pancreas). a. Obtain and communicate information to demonstrate an understanding of the disorders of the digestive system (e.g., ulcers, Crohn's disease, diverticulitis).

0 = Rarely adheres to the criteria

1 = Occasionally adheres to the criteria

2 = Sometimes adheres to the criteria

	3= Adheres to the criteria 4 = Exceeds the criteria Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
1.	Grade appropriate evidence of the science and engineering practices (SEP) is					
	evident.					
2.	Grade appropriate evidence of the crosscutting concepts (CCC) is evident.					
3.	Grade appropriate evidence that the disciplinary core idea (DCI) is evident.					
4.	Materials focus on an integration of SEP's and CCC's into the in-depth learning of the DCI.					
5.	Learning experiences fit together coherently and help students develop proficiency on this standard.					
6.	Learning opportunities include instructional strategies that facilitate three-					
	dimensional learning in an integrated fashion to support making sense of					
	phenomena and/or designing solutions to problems through inquiry and					
	engineering design experiences.					
	Integrates engineering and technology as significant elements in the learning experiences.					
8.	Provides relevant grade-appropriate connections to the math and ELA standards.					l
	☐ Math Standards Connections Visible					
	□ ELA Standards Connections Visible					
9.	Provides scaffolded supports for teachers to facilitate learning of the practices so					
	that students are increasingly responsible for making sense of phenomena and/or					
10	designing solutions to problems.					-
10.	Provides opportunities for grade-appropriate scientific discourse, scientific writing,					
11	and academic vocabulary in the context of the learning experience. Adheres to safety rules and emphasizes the importance of safety in science	\vdash				
11.	procedures, labs, and experiments.					
	procedures, tabs, and experiments.	<u> </u>				
STEP 1. Ta	bulate the total points for each column. Add column totals and transfer to					
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and tab nam	tion of how the standard is met. Cite examples from the material (chapter and page no	THIDE	ers O	K IIIC	auie	
and tab nan						
Portions of	the standard that are missing or not well developed in the instructional material (if an	v).				
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Comments:						

_____ Reviewer Initials_____

Textbook Series/Title: _____

Students will:					
A/P 9. Develop and use a model to explain how the organs of the respiratory system fundamental system.					Ĺ
argument from evidence describing how environmental (e.g., cigarette smoke, polluted a		_	•		
factors may affect the respiratory system, possibly leading to pathological conditions (e. 0 = Rarely adheres to the criteria					
3 = Adheres to the criteria $4 = $ Exceeds the criteria	icics	to the	CITTO	ıτα	
Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
 Grade appropriate evidence of the science and engineering practices (SEP) is evident. 					
2. Grade appropriate evidence of the crosscutting concepts (CCC) is evident.					
3. Grade appropriate evidence that the disciplinary core idea (DCI) is evident.					
4. Materials focus on an integration of SEP's and CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-					
dimensional learning in an integrated fashion to support making sense of					
phenomena and/or designing solutions to problems through inquiry and					
engineering design experiences.	<u> </u>	<u> </u>	ļ		
7. Integrates engineering and technology as significant elements in the learning					
experiences. 8. Provides relevant grade-appropriate connections to the math and ELA standards.	+	 	 		
■ Math Standards Connections Visible					
☐ ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so	+	\vdash	-		
that students are increasingly responsible for making sense of phenomena and/or					
designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing,	1				
and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science	1				
procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to					
compilation form					
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and tao name)					
Portions of the standard that are missing or not well developed in the instructional material (if ar	iy):				
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Textbook Series/Title:	Reviewer initials

Students will:

A/P 10: Obtain, evaluate, and communicate information to differentiate between the male and female
reproductive systems, including pathological conditions that affect each. a. Use models to demonstrate what
occurs in fetal development at each stage of pregnancy.

occurs in fetal development at each stage of pregnancy.					
0 = Rarely adheres to the criteria $1 = Occasionally adheres to the criteria$ $2 = Sometimes ad$ $3 = Adheres to the criteria$ $4 = Exceeds the criteria$	neres	to the	crite	ria	
Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices (SEP) is evident.					
2. Grade appropriate evidence of the crosscutting concepts (CCC) is evident.					
3. Grade appropriate evidence that the disciplinary core idea (DCI) is evident.					
4. Materials focus on an integration of SEP's and CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
 Learning opportunities include instructional strategies that facilitate three- dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences. 					
7. Integrates engineering and technology as significant elements in the learning experiences.					
 8. Provides relevant grade-appropriate connections to the math and ELA standards. Math Standards Connections Visible ELA Standards Connections Visible 					
 Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems. 					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form					
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Documentation of how the standard is met. Cite examples from the material (chapter and page n and tab name)	umb	ers O	R mo	dule	
Portions of the standard that are missing or not well developed in the instructional material (if any):					
Comments:					

Students will:

A/P 11: Use models to differentiate the structures of the urinary system and to describe	0	1	2	3	4		
their functions.							
a. Analyze and interpret data related to the urinary system to show the relationship between homeostatic imbalances and disease (e.g., kidney stones, effects of pH							
imbalances).							
1. Grade appropriate evidence of the science and engineering practices (SEP) is							
evident.							
2. Grade appropriate evidence of the crosscutting concepts (CCC) is evident.							
3. Grade appropriate evidence that the disciplinary core idea (DCI) is evident.							
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11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.							
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STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form							
Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)							
Portions of the standard that are missing or not well developed in the instructional material (if any):							
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Comments.							

Students will:						
A/P 12: Obtain and communicat	e information to explain the lymphatic organs and their st	ruct	ture a	and fi	uncti	on.
a. Develop and use a model to ex	xplain the body's lines of defense and immunity.					
b. Obtain and communicate information to demonstrate an understanding of the disorders of the immune system						
(e.g., acquired immunodeficient	ncy syndrome [AIDS], severe combined immunodeficiency [S	CID]).			
	1 = Occasionally adheres to the criteria $2 =$ Sometimes adheres to the c					
	ppropriate box for each of the criteria after review	0	1	2	3	4
Grade appropriate evid evident.	ence of the science and engineering practices (SEP) is					
	ence of the crosscutting concepts (CCC) is evident.					
	ence that the disciplinary core idea (DCI) is evident.					
* * *	ntegration of SEP's and CCC's into the in-depth learning of					
5. Learning experiences for this standard.	it together coherently and help students develop proficiency					
6. Learning opportunities	include instructional strategies that facilitate three-					
	an integrated fashion to support making sense of					
•	gning solutions to problems through inquiry and engineering					
design experiences.						
7. Integrates engineering experiences.	and technology as significant elements in the learning					
	e-appropriate connections to the math and ELA standards.					
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ELA Standards Co	nnections Visible					
Provides scaffolded sup	pports for teachers to facilitate learning of the practices so					
that students are increa	singly responsible for making sense of phenomena and/or					
designing solutions to j	problems.					
10. Provides opportunities	for grade-appropriate scientific discourse, scientific writing,					
and academic vocabula	ry in the context of the learning experience.					
11. Adheres to safety rules	and emphasizes the importance of safety in science					
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Tortions of the standard that are in	ssing of not well developed in the instructional material (if any	٠)٠				
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Students will:

A/P 13: Obtain, evaluate, and communicate information to support the claim that the endocrine glands secrete hormones that help the body maintain homeostasis through feedback loops.

a. Analyze the effects of pathological conditions (e.g., pituitary dwarfism, Addison's disease, diabetes mellitus) caused by imbalance of the hormones of the endocrine glands.

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2 = Sometimes adheres to the criteria

0 = Rarely adheres to the criteria						
3= Adheres to the criteria 4 = Exceeds the criteria Place a check in the appropriate box for each of the criteria after review	0	1	2	3	1	
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evident.						
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Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)						
Portions of the standard that are missing or not well developed in the instructional material (if any):						
Comments:						

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Fextbook Series/Title	:	Reviewer Initials

