Instructional Materials Criterion Form
Environmental Science Standards

Students will:

ENVS 1: Investigate and analyze the use of nonrenewable energy sources (e.g., fossil fuels, nuclear, natural gas) and renewable energy sources (e.g., solar, wind, hydroelectric, geothermal) and propose solutions for their impact on the environment.					
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.					
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 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.					

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:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Environmental Science Standards

Students will:

ENVS 2: Use models to illustrate and communicate the role of photosynthesis and cellular respiration as carbon cycles through the biosphere, atmosphere, hydrosphere, and geosphere.					
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
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8. Provides relevant grade-appropriate connections to the math and ELA standards. □ Math Standards Connections Visible □ ELA Standards Connections Visible					
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Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Environmental Science Standards

Students will:

ENVS 3: Use mathematics and graphic models to compare factors affecting biodiversity and populations in ecosystems.					
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
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2. Grade appropriate evidence of the crosscutting concepts **(CCC)** is evident.					
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Instructional Materials Criterion Form
Environmental Science Standards

Students will:

ENVS 4: Engage in argument from evidence to evaluate how biological or physical changes within ecosystems (e.g., ecological succession, seasonal flooding, volcanic eruptions) affect the number and types of organisms, and that changing conditions may result in a new or altered ecosystem.					
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Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
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8. Provides relevant grade-appropriate connections to the math and ELA standards. ☐ Math Standards Connections Visible ☐ ELA Standards Connections Visible					
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Instructional Materials Criterion Form
Environmental Science Standards

Students will:

ENVS 5: Engage in argument from evidence to compare how individual versus group behavior (e.g., flocking; cooperative behaviors such as hunting, migrating, and swarming) may affect a species' chance to survive and reproduce over time.					
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Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
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Instructional Materials Criterion Form
Environmental Science Standards

Students will:

ENVS 6: Obtain, evaluate, and communicate information to describe how human activity may affect biodiversity and genetic variation of organisms, including threatened and endangered species.					
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Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
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Instructional Materials Criterion Form
Environmental Science Standards

Students will:

ENVS 7: Analyze and interpret data to investigate how a single change on Earth's surface may cause changes to other Earth systems (e.g., loss of ground vegetation causing an increase in water runoff and soil erosion).					
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Instructional Materials Criterion Form
Environmental Science Standards

Students will:

ENVS 8: Engage in an evidence-based argument to explain how over time Earth's systems affect the biosphere and the biosphere affects Earth's systems (e.g., microbial life increasing the formation of soil; corals creating reefs that alter patterns of erosion and deposition along coastlines).					
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Instructional Materials Criterion Form
Environmental Science Standards

Students will:

ENVS 9: Develop and use models to trace the flow of water, nitrogen, and phosphorus through the hydrosphere, atmosphere, geosphere, and biosphere.					
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
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Instructional Materials Criterion Form
Environmental Science Standards

Students will:

ENVS 10: Design solutions for protection of natural water resources (e.g., bio assessment, methods of water treatment and conservation) considering properties, uses, and pollutants (e.g., eutrophication, industrial effluents, agricultural runoffs, point and nonpoint pollution resources).*					
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Instructional Materials Criterion Form
Environmental Science Standards

Students will:

ENVS 11: Engage in argument from evidence to defend how coastal, marine, and freshwater sources (e.g., estuaries, marshes, tidal pools, wetlands, beaches, inlets, rivers, lakes, oceans, coral reefs) support biodiversity, economic stability, and human recreation.	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.					
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Instructional Materials Criterion Form
Environmental Science Standards

Students will:

ENVS 12: Analyze and interpret data and climate models to predict how global or regional climate change can affect Earth's systems (e.g., precipitation and temperature and their associated impacts on sea level, glacial ice volumes, and atmosphere and ocean composition).

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Instructional Materials Criterion Form
Environmental Science Standards

Students will:

ENVS 13: Obtain, evaluate, and communicate information based on evidence to explain how key natural resources (e.g., water sources, fertile soils, concentrations of minerals and fossil fuels), natural hazards, and climate changes influence human activity (e.g., mass migrations).					
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Instructional Materials Criterion Form
Environmental Science Standards

Students will:

ENVS 14: Analyze cost-benefit ratios of competing solutions for developing, conserving, managing, recycling, and reusing energy and mineral resources to minimize impacts in natural systems (e.g., determining best practices for agricultural soil use, mining for coal, and exploring for petroleum and natural gas sources).*					
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Instructional Materials Criterion Form
Environmental Science Standards

Students will:

ENVS 15: Construct an explanation based on evidence to determine the relationships among management of natural resources, human sustainability, and biodiversity (e.g., resources, waste management, per capita consumption, agricultural efficiency, urban planning).					
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Instructional Materials Criterion Form
Environmental Science Standards

Students will:

ENVS 16: Obtain and evaluate information from published results of scientific computational models to illustrate the relationships among Earth's systems and how these relationships may be impacted by human activity (e.g., effects of an increase in atmospheric carbon dioxide on photosynthetic biomass, effect of ocean acidification on marine populations).

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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.					
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 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.					

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:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Environmental Science Standards

Students will:

ENVS 17: Obtain, evaluate, and communicate geological and biological information to determine the types of organisms that live in major biomes. a. Analyze and interpret data collected through geographic research and field investigations (e.g., relief, topographic, and physiographic maps; rivers; forest types; watersheds) to describe the biodiversity by region for the state of Alabama (e.g., terrestrial, freshwater, marine, endangered, invasive).

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.					
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 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.					

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:

Textbook Series/Title: _____ Reviewer Initials_____