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.

their impact on the environment.					
0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adl 3= Adheres to the criteria 4 = Exceeds the criteria	ieres	to the	e 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.					
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 					
 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 mand tab name)	ımb	ers O	R mo	dule	
Portions of the standard that are missing or not well developed in the instructional material (if an	y):				
Comments:					
·					

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 $1 = Occasionally adheres to the criteria$ $2 = Sometimes adheres$	heres	to the	crite	ria	
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	2	4
Grade appropriate evidence of the science and engineering practices (SEP) is evident.	0	1	2	3	4
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.					
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.					
☐ 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.					
naos, 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 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 a					
1 ortions of the standard that are missing of not wen developed in the historical material (if an	11y).				
Comments:					

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 4 0 1 2 3 1. Grade appropriate evidence of the science and engineering practices (SEP) is evident. 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 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
--

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.

0 = Rarely adheres to the criteria 1 = Occasionally adheres to the criteria 2 = Sometimes adl 3 = Adheres to the criteria 4 = Exceeds the criteria	ieres	to the	crite	ria	
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.					
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.					
☐ 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.					
	ı	ı	ı		
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form.					
compliation form.					
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 ar	y):				
Comments:					

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.

0 = Rarely adheres to the criteria $1 = Occasionally adheres to the criteria$ $2 = Sometimes adheres$	lheres	to the	criter	ria	
3= Adheres to the criteria 4 = Exceeds the criteria Place a check in the appropriate box for each of the criteria after review	0	4	2	2	4
	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.					
 Materials focus on an integration of SEP's and CCC's into the in-depth learning of the DCI. 	•				
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.					
	1	I	I	l I	
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form.					
Compilation form.					
Documentation of how the standard is met. Cite examples from the material (chapter and page and tab name)	numb	ers O	R mo	dule	
Portions of the standard that are missing or not well developed in the instructional material (if a	ny):				
Comments:					

4 =Exceeds the criteria

2 = Sometimes adheres to the criteria

0 1 2 3 4

Students will:

0 =Rarely adheres to the criteria

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.

3= Adheres to the criteria

Textbook Series/Title: _____

Place a check in the appropriate box for each of the criteria after review

1= Occasionally adheres to the criteria

* * *	ence of the science and engineering practices (SEP) is					
evident.						
	ence of the crosscutting concepts (CCC) is evident.					
3. Grade appropriate evide	ence that the disciplinary core idea (DCI) is evident.					
4. Materials focus on an in the DCI.	ntegration of SEP's and CCC's into the in-depth learning of					
Learning experiences fi on this standard.	t together coherently and help students develop proficiency					
6. Learning opportunities	include instructional strategies that facilitate three-					
dimensional learning in	an integrated fashion to support making sense of					
	gning solutions to problems through inquiry and					
engineering design exp				\rightarrow		
7. Integrates engineering a experiences.	and technology as significant elements in the learning					
	-appropriate connections to the math and ELA standards.					
 Math Standards Co 						
☐ ELA Standards Con	nnections Visible					
Provides scaffolded sup	ports for teachers to facilitate learning of the practices so					
	singly responsible for making sense of phenomena and/or					
designing solutions to p						
	for grade-appropriate scientific discourse, scientific writing,					
	ry in the context of the learning experience.			\rightarrow		
	and emphasizes the importance of safety in science					
procedures, labs, and ex	xperiments.			\bot		
		ı ı				
	or each column. Add column totals and transfer to					
compilation form.						
	is met. Cite examples from the material (chapter and page nu	ımbe	rs OR	mod	ule	
and tab name)						
D						
Portions of the standard that are mis	ssing or not well developed in the instructional material (if an	y):				
Comments:						
Comments.						

_____ Reviewer Initials_____

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).

0 = Rar	ely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres adheres to the criteria 4 = Exceeds the criteria	eres	to the	criter	ia	
	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.					
	procedures, tabs, and experiments.					
STEP 1: Ta	abulate the total points for each column. Add column totals and transfer to					
Compilation	. 101111					
Documenta and tab nar	ntion of how the standard is met. Cite examples from the material (chapter and page nume)	umb	ers O	R mo	dule	
Portions of	the standard that are missing or not well developed in the instructional material (if an	y):				
Comments						

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).

corals creating reefs that after patterns of erosion and deposition along coastlines).					
0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adh 3= Adheres to the criteria 4 = Exceeds the criteria	heres	to the	crite	ria	
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.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards.					
☐ 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 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 an	<u></u>				
	-5 /-				
Comments:					

Students will:

ENVS 9: Develop and use models to trace the flow of water, nitrogen, and phosphorus the	rou	gh th	ne		
hydrosphere, atmosphere, geosphere, and biosphere.					
0 = Rarely adheres to the criteria $1 = Occasionally adheres to the criteria$ $2 = Sometimes adl$ $3 = Adheres to the criteria$ $4 = Exceeds the criteria$	neres	to the	crite	ria	
Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
 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.					
 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 					
 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.					
			l .		
Documentation of how the standard is met. Cite examples from the material (chapter and page mand tab name)	umbe	ers O	R mo	odule	
Portions of the standard that are missing or not well developed in the instructional material (if an	ıy):				
Comments:					

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).*

effluents, agricultural runoffs, point and nonpoint pollution resources).*					
0 = Rarely adheres to the criteria $1 = Occasionally adheres to the criteria$ $2 = Sometimes adheres$ $3 = Adheres to the criteria$ $4 = Exceeds the criteria$	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
Grade appropriate evidence of the science and engineering practices (SEP) is evident.					
2. Grade appropriate evidence of the crosscutting concepts (CCC) is evident.	1				
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.					
 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.					
 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 n and tab name)	umb	ers O	OR mo	odule	
Portions of the standard that are missing or not well developed in the instructional material (if an	ıy):				
Comments:					

Students will:

ENVS 11: Engage in argument from evidence to defend how coastal, marine, and	0	1	2	3	4
freshwater sources (e.g., estuaries, marshes, tidal pools, wetlands, beaches, inlets,					
rivers, lakes, oceans, coral reefs) support biodiversity, economic stability, and human					
recreation.					
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.					
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 nu and tab name)	mbe	ers O	R mo	dule	
Portions of the standard that are missing or not well developed in the instructional material (if any	y):				
Comments:					

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).

graciar rec volumes, and atmosphere and occan composition).					
0 = Rarely adheres to the criteria 1 = Occasionally adheres to the criteria 2 = Sometimes adheres to the 3 = Adheres to the criteria 4 = Exceeds the criteria	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.					
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.	<u> </u>				ļ
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.					
		1	1		
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 n	umh	ora O	Dma	dula	
and tab name)	uIIID	ers O	K IIIC	auie	
and the name,					
Portions of the standard that are missing or not well developed in the instructional material (if ar	ıy):				

and the name,	
Portions of the standard that are missing or not well developed in the instructional material (if any):	
Comments:	

Textbook Series/Title:	Reviewer Initials
Textbook Series/Title:	Reviewer illiuais

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).

0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adh 3= Adheres to the criteria 4 = Exceeds the criteria	ieres	to the	e crite	ria	
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.					
 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.					
 Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments. 					
				1	
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)	umb	ers O	R mo	odule	
Portions of the standard that are missing or not well developed in the instructional material (if an	y):				
Comments:					

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).*

0 = Rare	ly adheres to the criteria $1 = Occasionally$ adheres to the criteria $2 = Sometimes$ adh	eres	to the	crite	ria	
	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
1	Grade appropriate evidence of the science and engineering practices (SEP) is	U	1		3	4
1.	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: Ta	bulate the total points for each column. Add column totals and transfer to					
compilation	form.					
ъ .				<u> </u>		
	tion of how the standard is met. Cite examples from the material (chapter and page nu	ımb	ers O	R mo	dule	
and tab nam						
Portions of	the standard that are missing or not well developed in the instructional material (if an	y):				
Comments:						

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).

0 = Rarely adheres to the criteria $1 = Occasionally adheres to the criteria$ $2 = Sometimes adheres$	neres	to the	crite	ria	
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
Grade appropriate evidence of the science and engineering practices (SEP) is	U	1		3	4
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,	1				
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.	<u> </u>				
		1	ī		
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 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 ar	ıy):				
Comments:					

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). 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
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 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-
Place a check in the appropriate box for each of the criteria after review 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-
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-
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-
 Grade appropriate evidence that the disciplinary core idea (DCI) is evident. Materials focus on an integration of SEP's and CCC's into the in-depth learning of the DCI. Learning experiences fit together coherently and help students develop proficiency on this standard. Learning opportunities include instructional strategies that facilitate three-
 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-
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-
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.
procedures, tabs, 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)
Desting of the standard that are missing as not well developed in the instructional material (if any).
Portions of the standard that are missing or not well developed in the instructional material (if any):
Comments:

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).

biodiversity by region for the state of Alabama (e.g., terrestrial, freshwater, marine, endangere					
0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes 3 = Adheres to the criteria 4 = Exceeds the criteria	adheres	to the	e crite	ria	
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.	of				
Learning experiences fit together coherently and help students develop proficienc on this standard.	У				
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 					
 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. 					
 Provides opportunities for grade-appropriate scientific discourse, scientific writing and academic vocabulary in the context of the learning experience. 	5,				
 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 and tab name)		ers O	R mo	dule	
Portions of the standard that are missing or not well developed in the instructional material (if	any):				
Comments:					

Textbook Series/Title:				
Fextbook Series/Title:				
Γextbook Series/Title: Reviewer Initials				
Fextbook Series/Title: Reviewer Initials				
Fextbook Series/Title: Reviewer Initials				
Fextbook Series/Title:				
Fextbook Series/Title: Reviewer Initials				
Γextbook Series/Title: Reviewer Initials				
Γextbook Series/Title: Reviewer Initials				
Γextbook Series/Title: Reviewer Initials				
Γextbook Series/Title: Reviewer Initials				
Γextbook Series/Title: Reviewer Initials				
	Textbook Series/Title:	 	R	eviewer Initials