Instructional Materials Criterion Form
Physical Science Standards

Students will:

PHYSCI 1: Use the periodic table as a model to predict the relative properties and trends (e.g., reactivity of metals; types of bonds formed, including ionic, covalent, and polar covalent; numbers of bonds formed; reactions with oxygen) of main group elements based on the patterns of valence electrons in atoms.					
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
Physical Science Standards

Students will:

PHYSCI 2: Plan and carry out investigations (e.g., squeezing a balloon, placing a balloon on ice) to identify the relationships that exist among the pressure, volume, density, and temperature of a confined gas.

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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
Physical Science Standards

Students will:

PHYSCI 3: Analyze and interpret data from a simple chemical reaction or combustion reaction involving main group elements.					
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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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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.					
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Instructional Materials Criterion Form
Physical Science Standards

Students will:

PHYSCI 4: Analyze and interpret data using acid-base indicators (e.g., color-changing markers, pH paper) to distinguish between acids and bases, including comparisons between strong and weak acids and bases.					
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Instructional Materials Criterion Form
Physical Science Standards

Students will:

PHYSCI 5: Use mathematical representations to support and verify the claim that atoms, and therefore mass, are conserved during a simple chemical reaction.					
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Instructional Materials Criterion Form
Physical Science Standards

Students will:

PHYSCI 6: Develop models to illustrate the concept of half-life for radioactive decay.
a. Research and communicate information about types of naturally occurring radiation and their properties.
b. Develop arguments for and against nuclear power generation compared to other types of power generation.

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Instructional Materials Criterion Form
Physical Science Standards

Students will:

PHYSCI 7: Analyze and interpret data for one- and two-dimensional motion applying basic concepts of distance, displacement, speed, velocity, and acceleration (e.g., velocity versus time graphs, displacement versus time graphs, acceleration versus time graphs).					
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Instructional Materials Criterion Form
Physical Science Standards

Students will:

PHYSCI 8: Apply Newton's laws to predict the motion of a system by constructing force diagrams that identify the external forces acting on the system, including friction (e.g., a book on a table, an object being pushed across a floor, an accelerating car).					
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Instructional Materials Criterion Form
Physical Science Standards

Students will:

PHYSCI 9: Use mathematical equations (e.g., $(m_1v_1 + m_2v_2)_{before} = (m_1v_1 + m_2v_2)_{after}$) and diagrams to explain that the total momentum of a system of objects is conserved when there is no net external force on the system. a. Use the laws of conservation of mechanical energy and momentum to predict the result of one-dimensional elastic collisions.

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Instructional Materials Criterion Form
Physical Science Standards

Students will:

PHYSCI 10: Construct simple series and parallel circuits containing resistors and batteries and apply Ohm's law to solve typical problems demonstrating the effect of changing values of resistors and voltages.					
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Instructional Materials Criterion Form
Physical Science Standards

Students will:

PHYSCI 11: Design and conduct investigations to verify the law of conservation of energy including transformations of potential energy, kinetic energy, thermal energy, and the effect of any work performed on or by the system.					
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Instructional Materials Criterion Form
Physical Science Standards

Students will:

PHYSCI 12: Design, build, and test the ability of a device (e.g., Rube Goldberg devices, wind turbines, solar cells, solar ovens) to convert one form of energy into another form of energy.*					
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Instructional Materials Criterion Form
Physical Science Standards

Students will:

PHYSCI 13: Use mathematical representations to demonstrate the relationships among wavelength, frequency, and speed of waves (e.g., the relation $v = \lambda f$) traveling in various media (e.g., electromagnetic radiation traveling in a vacuum and glass, sound waves traveling through air and water, seismic waves traveling through Earth).					
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Instructional Materials Criterion Form
Physical Science Standards

Students will:

PHYSCI 14: Propose and defend a hypothesis based on information gathered from published materials (e.g., trade books, magazines, Internet resources, videos) for and against various claims for the safety of electromagnetic radiation. 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					
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Instructional Materials Criterion Form
Physical Science Standards

Students will:

PHYSCI 15: Obtain and communicate information from published materials to explain how transmitting and receiving devices (e.g., cellular telephones, medical-imaging technology, solar cells, wireless Internet, scanners, **So**und **N**avigation **a**nd **R**anging [SONAR]) use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

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