

Instructional Materials Criterion Form
Earth Science Standards

Students will:

ES1: Develop and use models to illustrate the lifespan of the sun, including energy released during nuclear fusion that eventually reaches Earth through 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					
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.					
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. <input type="checkbox"/> Math Standards Connections Visible <input type="checkbox"/> 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)
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Students will:

ES2: Engage in argument from evidence to compare various theories for the formation and changing nature of the universe and our solar system (e.g., Big Bang Theory, Hubble's law, steady state theory, light spectra, motion of distant galaxies, composition of matter in the universe).					
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Students will:

ES3: Evaluate and communicate scientific information (e.g., Hertzsprung-Russell diagram) in reference to the life cycle of stars using data of both atomic emission and absorption spectra of stars to make inferences about the presence of certain elements.

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ES4: Apply mathematics and computational thinking in reference to Kepler’s laws, Newton’s laws of motion, and Newton’s gravitational laws to predict the orbital motion of natural and man-made objects in the solar system.					
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Students will:

ES5: Use mathematics to explain the relationship of the seasons to the tilt of Earth’s axis (e.g., zenith angle, solar angle, surface area) and its revolution about the sun, addressing intensity and distribution of sunlight on Earth’s surface.					
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Students will:

ES6: Obtain and evaluate information about Copernicus, Galileo, Kepler, Newton, and Einstein to communicate how their findings challenged conventional thinking and allowed for academic advancements and space exploration.					
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Students will:

ES7: Analyze and interpret evidence regarding the theory of plate tectonics, including geologic activity along plate boundaries and magnetic patterns in undersea rocks, to explain the ages and movements of continental and oceanic crusts.					
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Students will:

ES8: Develop a time scale model of Earth’s biological and geological history to establish relative and absolute age of major events in Earth’s history (e.g., radiometric dating, models of geologic cross sections, sedimentary layering, fossilization, early life forms, folding, faulting, igneous intrusions).					
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Students will:

ES9: Obtain, evaluate, and communicate information to explain how constructive and destructive processes (e.g., weathering, erosion, volcanism, orogeny, plate tectonics, tectonic uplift) shape Earth's land features (e.g., mountains, valleys, plateaus) and sea features (e.g., trenches, ridges, seamounts).					
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Students will:

ES10: Construct an explanation from evidence for the processes that generate the transformation of rocks in Earth's crust, including chemical composition of minerals and characteristics of sedimentary, igneous, and metamorphic rocks.					
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Students will:

ES12: Develop a model of Earth's layers using available evidence to explain the role of thermal convection in the movement of Earth's materials (e.g., seismic waves, movement of tectonic plates).					
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Students will:

ES13: Analyze and interpret data of interactions between the hydrologic and rock cycles to explain the mechanical impacts (e.g., stream transportation and deposition, erosion, frost-wedging) and chemical impacts (e.g., oxidation, hydrolysis, carbonation) of Earth materials by water's properties.					
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Students will:

ES14: Construct explanations from evidence to describe how changes in the flow of energy through Earth's systems (e.g., volcanic eruptions, solar output, ocean circulation, surface temperatures, precipitation patterns, glacial ice volumes, sea levels, Coriolis effect) impact the climate.					
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Students will:

ES15: Obtain, evaluate, and communicate information to verify that weather (e.g., temperature, relative humidity, air pressure, dew point, adiabatic cooling, condensation, precipitation, winds, ocean currents, barometric pressure, wind velocity) is influenced by energy transfer within and among the atmosphere, lithosphere, biosphere, and hydrosphere.

- a. Analyze patterns in weather data to predict various systems, including fronts and severe storms.
- b. Use maps and other visualizations to analyze large data sets that illustrate the frequency, magnitude, and resulting damage from severe weather events in order to predict the likelihood and severity of future events.

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Textbook Series/Title: _____ Reviewer Initials _____