

# Science

## Mastery Checklist

Teacher: \_\_\_\_\_

Grade/Course: \_\_\_\_\_

The purpose of this document is to review and analysis your pacing guides/maps to document how well each dimension of the NGSS/KAS-Science were taught in your class.  
(What counts as evidence? If you can see it, point to it and document it!)

### Support Documents Needed:

*KAS-Science, Pacing Guide/Map,  
Others as needed: Course Outline/Bundle Page, NGSS appendices*

Instructions: For each unit in your course, complete the table below.

Unit: \_\_\_\_\_

Standards (PEs): \_\_\_\_\_

For each standard, cite evidence from your standards/pacing guide/map documents for each dimension (DCIs, SEPs, CCCs)

Standard	DCI evidence	SEP evidence	CCC evidence

(add rows as needed)

\_\_\_\_\_

Unit: \_\_\_\_\_

Standards: \_\_\_\_\_

For each standard, cite evidence from your standards/pacing guide/map documents for each dimension (DCIs, SEPs, CCCs)

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(add rows as needed)

Unit: \_\_\_\_\_

Standards: \_\_\_\_\_

For each standard, cite evidence from your standards/pacing guide/map documents for each dimension (DCIs, SEPs, CCCs)

Standard	DCI evidence	SEP evidence	CCC evidence

(add rows as needed)

Add units as needed

**EXAMPLE** -- of the type of information to document

Unit: Cells and Systems

Standards: LS1-1, LS1-2, LS1-3

For each standard, cite evidence from your standards/pacing guide/map documents for each dimension (DCIs, SEPs, CCCs)

Standard	DCI evidence	SEP evidence	CCC evidence
<b>7-LS1-1</b> - Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers or types of cells.	LS1.A <u>Cite from resource used</u> how students learn... that <i>all living things are made of cells -- cells are smallest unit of life; the difference between unicellular and multicellular - <u>how do students engage with these ideas?</u></i>	Plan/Conduct Investigations Cite from lesson plans/pacing guide, etc <i>how students engage in planning and conducting investigations --- and provide data to be used as evidence. <u>How do students investigate cells?</u></i>	Scale, Proportion, Quantity Cite from lesson plan/pacing guide, etc <i>how students engage with scale, proportion &amp; quantity --- <u>can students show understanding of the microscopic nature of cells and their components, and millions of cells within some organisms?</u></i>

(add rows as needed)