Science Curriculum Analysis—Kindergarten-Grade 12

To meet the goals of *Each Child, Our Future*, Ohio's strategic plan for education, schools and districts will find it essential to have appropriate local curricula supported by high-quality instructional materials. Science is part of providing well-rounded content for students, as *well-rounded content* is one of the four learning domains listed in the strategic plan.

Science is an essential subject for students in grades K-12. It is important to build a strong foundation in science in early elementary years so students are prepared for understanding more complex material in intermediate and middle grades. It is equally important to continue students' science instruction by offering more advanced courses at the high school level. This allows students to better compete for admission to college or other postsecondary programs, as well as jobs. Advanced science courses in high schools also help produce a more scientifically literate public.

Schools and districts can use this curriculum analysis to evaluate local science curricula and instructional materials. When using this document, be sure to study thoroughly each *Content Statement* and the elaborations that go with it. All the material contained in the elaborations is essential content. When reviewing local materials, ensure students are meeting the *Expectations for Learning*. *Expectations for Learning* include the *Nature of Science* and *Cognitive Demands*. The *Nature of Science* portion for each grade is located at the beginning of the grade level or course. Find the entire K-12 *Nature of Science* spectrum on pages 8-12 of *Ohio Learning Standards and Model Curriculum for Science*. The *Cognitive Demands* are described on page 13 of that document. Find examples of activities in the *Visions into Practice* section for each course or grade level.

The curriculum analysis begins with an instruction chart that shows the intended use for each column. At the K-8 levels, this chart also identifies the *Grade Band Theme*, an overall theme that carries through several grade levels, and the *Strand Connections*, which show how Earth and space science, physical science, and life science content interrelate. Each table has fillable fields that expand as needed. The charts are for notetaking in whatever manner the user finds best. Users also can make local versions of these documents that contain additional fields or are broken into smaller increments to allow fuller evaluation of instruction related to each standard.

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***Cognitive Demand* explanations are found on page 13 of the science standards. It is not necessary to emphasize every cognitive demand with each standard as long as there is strong overall exposure to the four types of thinking.

Kindergarten

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List content standard here.	Carefully review the expectations of the standard and elaboration. List the curriculum materials currently used to address each portion of the content. List specific projects, resources, investigations, etc., currently used to address each portion of the content.	☐ **Fully incorporated** ☐ **Partially incorporated** ☐ **Not incorporated** **Notes:** Identify how each area of the *Nature of Science* is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating science knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Identify areas of the content elaboration where there are gaps in the instructional materials currently used. Identify ways in which the *Nature of Science* can be more closely integrated with this content. Identify *Cognitive Demands* where students need additional practice.	Identify instructional strategies and resources that can be used to bridge identified gaps.
Grade Band Theme: Observations of the Environment *This theme focuses on helping students develop the skills for systematic discovery to understand the science of the natural world around them in greater depth by using scientific inquiry.*					
Strand Connections: *Living and nonliving things have specific physical properties that can be used to sort and classify. The physical properties of air and water are presented as they apply to weather.*					

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Grade Band Theme: Observations of the Environment *This theme focuses on helping students develop the skills for systematic discovery to understand the science of the natural world around them in greater depth by using scientific inquiry.*					
Strand Connections: *Energy is observed through movement, heating, cooling and the needs of living organisms.*					

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***Strand Connections:** Living and nonliving things may move. A moving object has energy. Air moving is wind and wind can make a windmill turn. Changes in energy and movement can cause change to organisms and the environments in which they live.*					

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List content standard here.	Carefully review the expectations of the standard and elaboration. List the curriculum materials currently used to address each portion of the content. List specific projects, resources, investigations, etc., currently used to address each portion of the content.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the *Nature of Science* is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating science knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Identify areas of the content elaboration where there are gaps in the instructional materials currently used. Identify ways in which the Nature of Science can be more closely integrated with this content. Identify cognitive demands where students need additional practice.	Identify instructional strategies and resources that can be used to bridge identified gaps.
Grade Band Theme: Interconnections within Systems *This theme focuses on helping students explore the components of various systems and then investigate dynamic and sustainable relationships within systems using scientific inquiry.*					
***Strand Connections:** Matter is what makes up all living and nonliving substances on Earth. Matter has specific properties and exists in different states. Earth's resources are made of matter. Matter can be used by living things for materials and energy. There are many different forms of energy. Each living component of an ecosystem is composed of matter and uses energy.*					

**Nature of Science* is found at the beginning of each grade level.
***Cognitive Demand* explanations are found on page 13 of the science standards. It is not necessary to emphasize every cognitive demand with each standard as long as there is strong overall exposure to the four types of thinking.

Content Standard	Current curriculum and instructional resources used to address this content	Extent that the *Nature of Science** is incorporated into current curriculum and instructional resources	*Cognitive Demands*** met by current instructional strategies	Content or skills not fully addressed in current instruction	Identify resources to address content gaps.
Earth and Space Science (ESS)					

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3.ESS.1	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Earth and Space Science (ESS)					

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3.ESS.2	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Earth and Space Science (ESS)					

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3.ESS.3	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Physical Science (PS)					

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Life Science (LS)					

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Life Science (LS)					

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Grade 4

Content Standard	Current curriculum and instructional resources used to address this content	Extent that the *Nature of Science** is incorporated into current curriculum and instructional resources	*Cognitive Demands*** met by current instructional strategies	Content or skills not fully addressed in current instruction	Identify resources to address content gaps.
Instructions: To complete the curriculum analysis it is important to consider the content statements, the content elaboration, the *Nature of Science and the *Cognitive Demands***.**					
List content standard here.	Carefully review the expectations of the standard and elaboration. List the curriculum materials currently used to address each portion of the content. List specific projects, resources, investigations, etc., currently used to address each portion of the content.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the *Nature of Science* is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating science knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Identify areas of the content elaboration where there are gaps in the instructional materials currently used. Identify ways in which the Nature of Science can be more closely integrated with this content. Identify cognitive demands where students need additional practice.	Identify instructional strategies and resources that can be used to bridge identified gaps.
Grade Band Theme: Interconnections within Systems *This theme focuses on helping students explore the components of various systems and then investigate dynamic and sustainable relationships within systems using scientific inquiry.*					
***Strand Connections:** Heat and electrical energy are forms of energy that can be transferred from one location to another. Matter has properties that allow the transfer of heat and electrical energy. Heating and cooling affect the weathering of Earth's surface and Earth's past environments. The processes that shape Earth's surface and the fossil evidence found can help decode Earth's history.*					

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Content Standard	Current curriculum and instructional resources used to address this content	Extent that the *Nature of Science** is incorporated into current curriculum and instructional resources	*Cognitive Demands*** met by current instructional strategies	Content or skills not fully addressed in current instruction	Identify resources to address content gaps.
Earth and Space Science (ESS)					

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4.ESS.1	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Earth and Space Science (ESS)					

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4.ESS.2	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Earth and Space Science (ESS)					

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4.ESS.3	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Physical Science (PS)					

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4.PS.1	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Life Science (LS)					

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Life Science (LS)					

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4.LS.2	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Grade 5

Content Standard	Current curriculum and instructional resources used to address this content	Extent that the *Nature of Science** is incorporated into current curriculum and instructional resources	*Cognitive Demands*** met by current instructional strategies	Content or skills not fully addressed in current instruction	Identify resources to address content gaps.
Instructions: To complete the curriculum analysis it is important to consider the content statements, the content elaboration, the *Nature of Science and the *Cognitive Demands***.**					
List content standard here.	Carefully review the expectations of the standard and elaboration. List the curriculum materials currently used to address each portion of the content. List specific projects, resources, investigations, etc., currently used to address each portion of the content.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the *Nature of Science* is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating science knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Identify areas of the content elaboration where there are gaps in the instructional materials currently used. Identify ways in which the Nature of Science can be more closely integrated with this content. Identify cognitive demands where students need additional practice.	Identify instructional strategies and resources that can be used to bridge identified gaps.
Grade Band Theme: Interconnections within Systems *This theme focuses on helping students explore the components of various systems and then investigate dynamic and sustainable relationships within systems using scientific inquiry.*					
***Strand Connections:** Cycles on Earth, such as those occurring in ecosystems, in the solar system, and in the movement of light and sound result in describable patterns. Speed is a measurement of movement. Change in speed is related to force and mass. The transfer of energy drives changes in systems, including ecosystems and physical systems.*					

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Earth and Space Science (ESS)					

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5.ESS.1	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Earth and Space Science (ESS)					

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5.ESS.2	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Earth and Space Science (ESS)					

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5.ESS.3	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Physical Science (PS)					

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Physical Science (PS)					

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***Cognitive Demand* explanations are found on page 13 of the science standards. It is not necessary to emphasize every cognitive demand with each standard as long as there is strong overall exposure to the four types of thinking.

5.PS.2	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

*_Nature of Science_ is found at the beginning of each grade level.
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Content Standard	Current curriculum and instructional resources used to address this content	Extent that the *Nature of Science** is incorporated into current curriculum and instructional resources	*Cognitive Demands*** met by current instructional strategies	Content or skills not fully addressed in current instruction	Identify resources to address content gaps.
Life Science (LS)					

**Nature of Science* is found at the beginning of each grade level.
***Cognitive Demand* explanations are found on page 13 of the science standards. It is not necessary to emphasize every cognitive demand with each standard as long as there is strong overall exposure to the four types of thinking.

5.LS.1	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Life Science (LS)					

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5.LS.2	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Grade 6

Content Standard	Current curriculum and instructional resources used to address this content	Extent that the *Nature of Science** is incorporated into current curriculum and instructional resources	*Cognitive Demands*** met by current instructional strategies	Content or skills not fully addressed in current instruction	Identify resources to address content gaps.
Instructions: To complete the curriculum analysis it is important to consider the content statements, the content elaboration, the *Nature of Science and the *Cognitive Demands***.**					
List content standard here.	Carefully review the expectations of the standard and elaboration. List the curriculum materials currently used to address each portion of the content. List specific projects, resources, investigations, etc., currently used to address each portion of the content.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the *Nature of Science* is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating science knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Identify areas of the content elaboration where there are gaps in the instructional materials currently used. Identify ways in which the Nature of Science can be more closely integrated with this content. Identify cognitive demands where students need additional practice.	Identify instructional strategies and resources that can be used to bridge identified gaps.
Grade Band Theme: Order and Organization *This theme focuses on helping students use scientific inquiry to discover patterns, trends, structures and relationships that may be inferred by simple principles. These principles are related to the properties or interactions within and between systems.*					
***Strand Connections:** All matter is made of small particles called atoms. The properties of matter are based on the order and organization of atoms and molecules. Cells, minerals, rocks and soil are all examples of matter.*					

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Content Standard	Current curriculum and instructional resources used to address this content	Extent that the *Nature of Science** is incorporated into current curriculum and instructional resources	*Cognitive Demands*** met by current instructional strategies	Content or skills not fully addressed in current instruction	Identify resources to address content gaps.
Earth and Space Science (ESS)					

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Earth and Space Science (ESS)					

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Earth and Space Science (ESS)					

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Earth and Space Science (ESS)					

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6.ESS.4	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Physical Science (PS)					

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Life Science (LS)					

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6.LS.4	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Grade 7

Content Standard	Current curriculum and instructional resources used to address this content	Extent that the *Nature of Science** is incorporated into current curriculum and instructional resources	*Cognitive Demands*** met by current instructional strategies	Content or skills not fully addressed in current instruction	Identify resources to address content gaps.
Instructions: To complete the curriculum analysis it is important to consider the content statements, the content elaboration, the *Nature of Science and the *Cognitive Demands***.**					
List content standard here.	Carefully review the expectations of the standard and elaboration. List the curriculum materials currently used to address each portion of the content. List specific projects, resources, investigations, etc., currently used to address each portion of the content.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the *Nature of Science* is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating science knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Identify areas of the content elaboration where there are gaps in the instructional materials currently used. Identify ways in which the Nature of Science can be more closely integrated with this content. Identify cognitive demands where students need additional practice.	Identify instructional strategies and resources that can be used to bridge identified gaps.
Grade Band Theme: Order and Organization *This theme focuses on helping students use scientific inquiry to discover patterns, trends, structures and relationships that may be inferred by simple principles. These principles are related to the properties or interactions within and between systems.*					
***Strand Connections:** Systems can exchange energy and/or matter when interactions occur within systems and between systems. Systems cycle matter and energy in observable and predictable patterns.*					

**Nature of Science* is found at the beginning of each grade level.
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Earth and Space Science (ESS)					

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Earth and Space Science (ESS)					

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7.ESS.2	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Earth and Space Science (ESS)					

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Content Standard	Current curriculum and instructional resources used to address this content	Extent that the *Nature of Science** is incorporated into current curriculum and instructional resources	*Cognitive Demands*** met by current instructional strategies	Content or skills not fully addressed in current instruction	Identify resources to address content gaps.
Physical Science (PS)					

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7.PS.2	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Physical Science (PS))					

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Life Science (LS)					

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Life Science (LS)					

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Grade 8

Content Standard	Current curriculum and instructional resources used to address this content	Extent that the *Nature of Science** is incorporated into current curriculum and instructional resources	*Cognitive Demands*** met by current instructional strategies	Content or skills not fully addressed in current instruction	Identify resources to address content gaps.
Instructions: To complete the curriculum analysis it is important to consider the content statements, the content elaboration, the *Nature of Science and the *Cognitive Demands***.**					
List content standard here.	Carefully review the expectations of the standard and elaboration. List the curriculum materials currently used to address each portion of the content. List specific projects, resources, investigations, etc., currently used to address each portion of the content.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the *Nature of Science* is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating science knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Identify areas of the content elaboration where there are gaps in the instructional materials currently used. Identify ways in which the Nature of Science can be more closely integrated with this content. Identify cognitive demands where students need additional practice.	Identify instructional strategies and resources that can be used to bridge identified gaps.
Grade Band Theme: Order and Organization *This theme focuses on helping students use scientific inquiry to discover patterns, trends, structures and relationships that may be inferred by simple principles. These principles are related to the properties or interactions within and between systems.*					
***Strand Connections:** Systems can be described and understood by analysis of the interaction of their components. Energy, forces and motion combine to change the physical features of Earth. The changes of the physical Earth and the species that have lived on Earth are found in the rock record. For species to continue, reproduction must be successful.*					

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Content Standard	Current curriculum and instructional resources used to address this content	Extent that the *Nature of Science** is incorporated into current curriculum and instructional resources	*Cognitive Demands*** met by current instructional strategies	Content or skills not fully addressed in current instruction	Identify resources to address content gaps.
Earth and Space Science (ESS)					

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Earth and Space Science (ESS)					

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8.ESS.3	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Physical Science (PS)					

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Life Science (LS)					

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Physical Science

Content Standard	**Current curriculum and instructional resources used to address this content**	**Extent that the *Nature of Science** is incorporated into current curriculum and instructional resources**	***Cognitive Demands*** met by current instructional strategies**	**Content or skills not fully addressed in current instruction**	**Identify resources to address content gaps.**
Instructions: To complete the curriculum analysis it is important to consider the content statements, the content elaboration, the *Nature of Science and the *Cognitive Demands*.**					
List content standard here.	Carefully review the expectations of the standard and elaboration. List the curriculum materials currently used to address each portion of the content. List specific projects, resources, investigations, etc., currently used to address each portion of the content.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the *Nature of Science* is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating science knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Identify areas of the content elaboration where there are gaps in the instructional materials currently used. Identify ways in which the Nature of Science can be more closely integrated with this content. Identify cognitive demands where students need additional practice.	Identify instructional strategies and resources that can be used to bridge identified gaps.

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Study of Matter (PS.M)					

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PS.M.2	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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PS.M.3	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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PS.M.4	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Study of Matter (PS.M)					

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PS.M.5	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Energy and Waves (PS.EW)					

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PS.EW.1	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Energy and Waves (PS.EW)					

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PS.EW.3	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

*_Nature of Science_ is found at the beginning of each grade level.
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Energy and Waves (PS.EW)					

**Nature of Science* is found at the beginning of each grade level.
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PS.EW.4	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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PS.EW.5	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Forces and Motion (PS.FM)					

**Nature of Science* is found at the beginning of each grade level.
***Cognitive Demand* explanations are found on page 13 of the science standards. It is not necessary to emphasize every cognitive demand with each standard as long as there is strong overall exposure to the four types of thinking.

PS.FM.1	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Forces and Motion (PS.FM)					

**Nature of Science* is found at the beginning of each grade level.
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PS.FM.2	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Forces and Motion (PS.FM)					

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The Universe (PS.U)					

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PS.U.2	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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The Universe (PS.U)					

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PS.U.3	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Biology

Content Standard	**Current curriculum and instructional resources used to address this content**	**Extent that the *Nature of Science** is incorporated into current curriculum and instructional resources**	***Cognitive Demands*** met by current instructional strategies**	**Content or skills not fully addressed in current instruction**	**Identify resources to address content gaps.**
Instructions: To complete the curriculum analysis it is important to consider the content statements, the content elaboration, the *Nature of Science and the *Cognitive Demands*.**					
List content standard here.	Carefully review the expectations of the standard and elaboration. List the curriculum materials currently used to address each portion of the content. List specific projects, resources, investigations, etc., currently used to address each portion of the content.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the *Nature of Science* is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating science knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Identify areas of the content elaboration where there are gaps in the instructional materials currently used. Identify ways in which the Nature of Science can be more closely integrated with this content. Identify cognitive demands where students need additional practice.	Identify instructional strategies and resources that can be used to bridge identified gaps.

**Nature of Science* is found at the beginning of each grade level.
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Content Standard	Current curriculum and instructional resources used to address this content	Extent that the *Nature of Science** is incorporated into current curriculum and instructional resources	*Cognitive Demands*** met by current instructional strategies	Content or skills not fully addressed in current instruction	Identify resources to address content gaps.
Heredity (B.H)					

**Nature of Science* is found at the beginning of each grade level.
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B.H.1	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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B.H.2	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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B.H.4	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Heredity (B.H)					

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B.H.5	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Evolution (B.E)					

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B.E.1	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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B.E.2	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Diversity and Interdependence of Life (B.DI)					

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B.DI.1	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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B.DI.2	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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B.DI.3	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Cells (B.C)					

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B.C.1	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Cells (B.C)					

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B.C.2	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Chemistry

Content Standard	**Current curriculum and instructional resources used to address this content**	**Extent that the *Nature of Science** is incorporated into current curriculum and instructional resources**	***Cognitive Demands*** met by current instructional strategies**	**Content or skills not fully addressed in current instruction**	**Identify resources to address content gaps.**
Instructions: To complete the curriculum analysis it is important to consider the content statements, the content elaboration, the *Nature of Science and the *Cognitive Demands*.**					
List content standard here.	Carefully review the expectations of the standard and elaboration. List the curriculum materials currently used to address each portion of the content. List specific projects, resources, investigations, etc., currently used to address each portion of the content.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the *Nature of Science* is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating science knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Identify areas of the content elaboration where there are gaps in the instructional materials currently used. Identify ways in which the Nature of Science can be more closely integrated with this content. Identify cognitive demands where students need additional practice.	Identify instructional strategies and resources that can be used to bridge identified gaps.

**Nature of Science* is found at the beginning of each grade level.
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Content Standard	Current curriculum and instructional resources used to address this content	Extent that the *Nature of Science** is incorporated into current curriculum and instructional resources	*Cognitive Demands*** met by current instructional strategies	Content or skills not fully addressed in current instruction	Identify resources to address content gaps.
Structure and Properties of Matter (C.PM)					

**Nature of Science* is found at the beginning of each grade level.
***Cognitive Demand* explanations are found on page 13 of the science standards. It is not necessary to emphasize every cognitive demand with each standard as long as there is strong overall exposure to the four types of thinking.

C.PM.1	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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**Nature of Science* is found at the beginning of each grade level.
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C.PM.2	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Structure and Properties of Matter (C.PM)					

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C.PM.3	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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C.PM.5	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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C.PM.6	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Interactions of Matter (C.IM)					

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C.IM.3	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Environmental Science

Content Standard	**Current curriculum and instructional resources used to address this content**	**Extent that the *Nature of Science** is incorporated into current curriculum and instructional resources**	***Cognitive Demands*** met by current instructional strategies**	**Content or skills not fully addressed in current instruction**	**Identify resources to address content gaps.**
Instructions: To complete the curriculum analysis it is important to consider the content statements, the content elaboration, the *Nature of Science and the *Cognitive Demands*.**					
List content standard here.	Carefully review the expectations of the standard and elaboration. List the curriculum materials currently used to address each portion of the content. List specific projects, resources, investigations, etc., currently used to address each portion of the content.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the *Nature of Science* is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating science knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Identify areas of the content elaboration where there are gaps in the instructional materials currently used. Identify ways in which the Nature of Science can be more closely integrated with this content. Identify cognitive demands where students need additional practice.	Identify instructional strategies and resources that can be used to bridge identified gaps.

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Earth Systems: Interconnected Spheres of Earth (ENV.ES)					

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Earth's Resources (ENV.ER)					

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ENR.ER.1	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Global Environmental Problems (ENV.GP)					

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ENV.GP.1	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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ENV.GP.6	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

*_Nature of Science_ is found at the beginning of each grade level.
**_Cognitive Demand_ explanations are found on page 13 of the science standards. It is not necessary to emphasize every cognitive demand with each standard as long as there is strong overall exposure to the four types of thinking.

Content Standard	Current curriculum and instructional resources used to address this content	Extent that the *Nature of Science** is incorporated into current curriculum and instructional resources	*Cognitive Demands*** met by current instructional strategies	Content or skills not fully addressed in current instruction	Identify resources to address content gaps.
Global Environmental Problems (ENV.GP)					

**Nature of Science* is found at the beginning of each grade level.
***Cognitive Demand* explanations are found on page 13 of the science standards. It is not necessary to emphasize every cognitive demand with each standard as long as there is strong overall exposure to the four types of thinking.

ENV.GP.7	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

*_Nature of Science_ is found at the beginning of each grade level.
**_Cognitive Demand_ explanations are found on page 13 of the science standards. It is not necessary to emphasize every cognitive demand with each standard as long as there is strong overall exposure to the four types of thinking.

Content Standard	Current curriculum and instructional resources used to address this content	Extent that the *Nature of Science** is incorporated into current curriculum and instructional resources	*Cognitive Demands*** met by current instructional strategies	Content or skills not fully addressed in current instruction	Identify resources to address content gaps.
Global Environmental Problems (ENV.GP)					

**Nature of Science* is found at the beginning of each grade level.
***Cognitive Demand* explanations are found on page 13 of the science standards. It is not necessary to emphasize every cognitive demand with each standard as long as there is strong overall exposure to the four types of thinking.

ENV.GP.8	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

*_Nature of Science_ is found at the beginning of each grade level.
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Content Standard	Current curriculum and instructional resources used to address this content	Extent that the *Nature of Science** is incorporated into current curriculum and instructional resources	*Cognitive Demands*** met by current instructional strategies	Content or skills not fully addressed in current instruction	Identify resources to address content gaps.
Global Environmental Problems (ENV.GP)					

**Nature of Science* is found at the beginning of each grade level.
***Cognitive Demand* explanations are found on page 13 of the science standards. It is not necessary to emphasize every cognitive demand with each standard as long as there is strong overall exposure to the four types of thinking.

ENV.GP.9	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

*_Nature of Science_ is found at the beginning of each grade level.
**_Cognitive Demand_ explanations are found on page 13 of the science standards. It is not necessary to emphasize every cognitive demand with each standard as long as there is strong overall exposure to the four types of thinking.

Physical Geology

Content Standard	Current curriculum and instructional resources used to address this content	Extent that the *Nature of Science** is incorporated into current curriculum and instructional resources	*Cognitive Demands*** met by current instructional strategies	Content or skills not fully addressed in current instruction	Identify resources to address content gaps.
Instructions: To complete the curriculum analysis it is important to consider the content statements, the content elaboration, the *Nature of Science and the *Cognitive Demands***.**					
List content standard here.	Carefully review the expectations of the standard and elaboration. List the curriculum materials currently used to address each portion of the content. List specific projects, resources, investigations, etc., currently used to address each portion of the content.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the *Nature of Science* is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating science knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Identify areas of the content elaboration where there are gaps in the instructional materials currently used. Identify ways in which the Nature of Science can be more closely integrated with this content. Identify cognitive demands where students need additional practice.	Identify instructional strategies and resources that can be used to bridge identified gaps.

**Nature of Science* is found at the beginning of each grade level.
***Cognitive Demand* explanations are found on page 13 of the science standards. It is not necessary to emphasize every cognitive demand with each standard as long as there is strong overall exposure to the four types of thinking.

Content Standard	Current curriculum and instructional resources used to address this content	Extent that the *Nature of Science** is incorporated into current curriculum and instructional resources	*Cognitive Demands*** met by current instructional strategies	Content or skills not fully addressed in current instruction	Identify resources to address content gaps.
Minerals (PG.M)					

**Nature of Science* is found at the beginning of each grade level.
***Cognitive Demand* explanations are found on page 13 of the science standards. It is not necessary to emphasize every cognitive demand with each standard as long as there is strong overall exposure to the four types of thinking.

PG.M.1	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Minerals (PG.M)					

**Nature of Science* is found at the beginning of each grade level.
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PG.M.2	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

*_Nature of Science_ is found at the beginning of each grade level.
**_Cognitive Demand_ explanations are found on page 13 of the science standards. It is not necessary to emphasize every cognitive demand with each standard as long as there is strong overall exposure to the four types of thinking.

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Minerals (PG.M)					

**Nature of Science* is found at the beginning of each grade level.
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PG.M.3	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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**_Cognitive Demand_ explanations are found on page 13 of the science standards. It is not necessary to emphasize every cognitive demand with each standard as long as there is strong overall exposure to the four types of thinking.

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Minerals (PG.M)					

**Nature of Science* is found at the beginning of each grade level.
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PG.M.4	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Minerals (PG.M)					

**Nature of Science* is found at the beginning of each grade level.
***Cognitive Demand* explanations are found on page 13 of the science standards. It is not necessary to emphasize every cognitive demand with each standard as long as there is strong overall exposure to the four types of thinking.

PG.M.5	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

*_Nature of Science_ is found at the beginning of each grade level.
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Content Standard	Current curriculum and instructional resources used to address this content	Extent that the *Nature of Science** is incorporated into current curriculum and instructional resources	*Cognitive Demands*** met by current instructional strategies	Content or skills not fully addressed in current instruction	Identify resources to address content gaps.
Igneous, Metamorphic and Sedimentary Rocks (PG.IMS)					

**Nature of Science* is found at the beginning of each grade level.
***Cognitive Demand* explanations are found on page 13 of the science standards. It is not necessary to emphasize every cognitive demand with each standard as long as there is strong overall exposure to the four types of thinking.

PG.IMS.1	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

*_Nature of Science_ is found at the beginning of each grade level.
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Igneous, Metamorphic and Sedimentary Rocks (PG.IMS)					

**Nature of Science* is found at the beginning of each grade level.
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PG.IMS.2	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Igneous, Metamorphic and Sedimentary Rocks (PG.IMS)					

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PG.IMS.3	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Igneous, Metamorphic and Sedimentary Rocks (PG.IMS)					

**Nature of Science* is found at the beginning of each grade level.
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PG.IMS.4	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Earth's History (PG.EH)					

**Nature of Science* is found at the beginning of each grade level.
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PG.EH.1	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

*_Nature of Science_ is found at the beginning of each grade level.
**_Cognitive Demand_ explanations are found on page 13 of the science standards. It is not necessary to emphasize every cognitive demand with each standard as long as there is strong overall exposure to the four types of thinking.

Content Standard	Current curriculum and instructional resources used to address this content	Extent that the *Nature of Science** is incorporated into current curriculum and instructional resources	*Cognitive Demands*** met by current instructional strategies	Content or skills not fully addressed in current instruction	Identify resources to address content gaps.
Plate Tectonics (PG.PT)					

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PG.PT.1	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

*_Nature of Science_ is found at the beginning of each grade level.
**_Cognitive Demand_ explanations are found on page 13 of the science standards. It is not necessary to emphasize every cognitive demand with each standard as long as there is strong overall exposure to the four types of thinking.

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Plate Tectonics (PG.PT)					

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PG.PT.2	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Plate Tectonics (PG.PT)					

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PG.PT.3	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Plate Tectonics (PG.PT)					

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PG.PT.4	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

*_Nature of Science_ is found at the beginning of each grade level.
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Content Standard	Current curriculum and instructional resources used to address this content	Extent that the *Nature of Science** is incorporated into current curriculum and instructional resources	*Cognitive Demands*** met by current instructional strategies	Content or skills not fully addressed in current instruction	Identify resources to address content gaps.
Earth's Resources (PG.ER)					

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PG.ER.1	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Earth's Resources (PG.ER)					

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PG.ER.2	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Earth's Resources (PG.ER)					

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PG.ER.3	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Earth's Resources (PG.ER)					

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PG.ER.4	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

*_Nature of Science_ is found at the beginning of each grade level.
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Glacial Geology (PG.GG)					

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***Cognitive Demand* explanations are found on page 13 of the science standards. It is not necessary to emphasize every cognitive demand with each standard as long as there is strong overall exposure to the four types of thinking.

PG.GG.1	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Physics

Content Standard	**Current curriculum and instructional resources used to address this content**	**Extent that the *Nature of Science** is incorporated into current curriculum and instructional resources**	***Cognitive Demands*** met by current instructional strategies**	**Content or skills not fully addressed in current instruction**	**Identify resources to address content gaps.**
Instructions: To complete the curriculum analysis it is important to consider the content statements, the content elaboration, the *Nature of Science and the *Cognitive Demands*.**					
List content standard here.	Carefully review the expectations of the standard and elaboration. List the curriculum materials currently used to address each portion of the content. List specific projects, resources, investigations, etc., currently used to address each portion of the content.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the *Nature of Science* is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating science knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Identify areas of the content elaboration where there are gaps in the instructional materials currently used. Identify ways in which the Nature of Science can be more closely integrated with this content. Identify cognitive demands where students need additional practice.	Identify instructional strategies and resources that can be used to bridge identified gaps.

**Nature of Science* is found at the beginning of each grade level.
***Cognitive Demand* explanations are found on page 13 of the science standards. It is not necessary to emphasize every cognitive demand with each standard as long as there is strong overall exposure to the four types of thinking.

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Motion (P.M)					

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Forces, Momentum and Motion (P.F)					

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Forces, Momentum and Motion (P.F)					

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Forces, Momentum and Motion (P.F)					

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Forces, Momentum and Motion (P.F)					

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P.F.6	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Forces, Momentum and Motion (P.F)					

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P.F.7	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Energy (P.E)					

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P.E.1	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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P.E.2	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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P.E.4	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Energy (P.E)					

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Waves (P.W)					

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Waves (P.W)					

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P.W.2	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Electricity and Magnetism (P.EM)					

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Electricity and Magnetism (P.EM)					

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P.EM.4	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Electricity and Magnetism (P.EM)					

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P.EM.5	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Electricity and Magnetism (P.EM)					

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P.EM.6	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Human Anatomy and Physiology

Content Standard	**Current curriculum and instructional resources used to address this content**	**Extent that the *Nature of Science** is incorporated into current curriculum and instructional resources**	***Cognitive Demands*** met by current instructional strategies**	**Content or skills not fully addressed in current instruction**	**Identify resources to address content gaps.**
Instructions: To complete the curriculum analysis it is important to consider the content statements, the content elaboration, the *Nature of Science and the *Cognitive Demands*.**					
List content standard here.	Carefully review the expectations of the standard and elaboration. List the curriculum materials currently used to address each portion of the content. List specific projects, resources, investigations, etc., currently used to address each portion of the content.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the *Nature of Science* is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating science knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Identify areas of the content elaboration where there are gaps in the instructional materials currently used. Identify ways in which the Nature of Science can be more closely integrated with this content. Identify cognitive demands where students need additional practice.	Identify instructional strategies and resources that can be used to bridge identified gaps.

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Levels of Organization (AP.LO)					

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AP.LO.2	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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AP.LO.3	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Levels of Organization (AP.LO)					

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AP.LO.4	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Support and Movement (AP.SM)					

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Integration and Coordination (AP.IC)					

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Transport (AP.T)					

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AP.T.1	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Absorption and Excretion (AP.AE)					

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AP.AE.1	Click or tap here to enter text.	☐ **Fully** ☐ **Partially** ☐ **Not** **Notes:** Identify how each area of the Nature of Science is incorporated into this content.	☐ **T** (Designing technological/engineering solutions) ☐ **D** (Demonstrating Science Knowledge) ☐ **C** (Interpreting and communicating science concepts) ☐ **R** (Recalling accurate science)	Click or tap here to enter text.	Click or tap here to enter text.

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Reproduction (AP.R)					

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