HS-LS2-5: Cycling of Carbon in Ecosystems
Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere. (Systems and System Models)

HS-LS2-6: Ecosystem Dynamics, Functioning, and Resilience
Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

HS-LS2-2: Biodiversity and Populations in Ecosystems
Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. (Scale, Proportion, and Quantity)

HS-LS2-7: Human Impact Reduction Solution
Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. (Stability and Change)

HS-LS4-6: Human Impact on Biodiversity Solution
Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity. (Cause and Effect)

HS-LS2-5 - Modeling Carbon Cycle of Earth's Surface
HS-LS2-6 - The Big Biodiversity Experiment
HS-LS2-2 - Measuring the Biodiversity of the BMGR
HS-LS2-7 - Five Ways to Slow the Hippo
HS-LS4-6 - Channel Island Biogeography

Modeling Carbon Cycle of Earth's Surface
Evidence Statement

Reflections:			
	No	**Partial**	**Yes**
1. The assessment contains a **phenomenon** (science) or a **problem** (engineering)			
2. The **prompts** match the Science and Engineering Practice (SEP) and engage students in sense making.			
3. The **stimuli** have multiple and sufficient information needed to utilize the SEP. (e.g. multiple data sets to analyze)			
4. The **prompts** elicit observable understanding of the Disciplinary Core Idea (DCI).			
5. The **prompts** explicitly mention the Crosscutting Concept (CCC).			
6. The **prompts** include language (i.e. bullets) from grade appropriate progressions. (SEP)(DCI)(CCC)			
7. The **graphic organizers** provide space for the observable features (e.g. 1, 2, 3...) in the evidence statement. (e.g. claim, evidence and reasoning)			
8. The **entire assessment** contains information that is scientifically accurate and properly attributed. (e.g. don't make up data and include the source)			
9. The **prompts** point in the direction of explaining a phenomenon (science) or designing a solution (engineering).			
10. The **phenomenon** or **problem** is authentic, interesting, and requires students to figure something out.			
11. The **phenomenon** or **problem** is novel to show the transfer of knowledge. (i.e. not in the unit)			

The Big Biodiversity Experiment
Evidence Statement

Reflections:			
	No	**Partial**	**Yes**
1. The assessment contains a **phenomenon** (science) or a **problem** (engineering)			
2. The **prompts** match the Science and Engineering Practice (SEP) and engage students in sense making.			

3. The **stimuli** have multiple and sufficient information needed to utilize the SEP. (e.g. multiple data sets to analyze)			
4. The **prompts** elicit observable understanding of the Disciplinary Core Idea (DCI).			
5. The **prompts** explicitly mention the Crosscutting Concept (CCC).			
6. The **prompts** include language (i.e. bullets) from grade appropriate progressions. (SEP)(DCI)(CCC)			
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9. The **prompts** point in the direction of explaining a phenomenon (science) or designing a solution (engineering).			
10. The **phenomenon** or **problem** is authentic, interesting, and requires students to figure something out.			
11. The **phenomenon** or **problem** is novel to show the transfer of knowledge. (i.e. not in the unit)			

Measuring the Biodiversity of the BMGR
Evidence Statement

Reflections:			
	No	**Partial**	**Yes**
1. The assessment contains a **phenomenon** (science) or a **problem** (engineering)			
2. The **prompts** match the Science and Engineering Practice (SEP) and engage students in sense making.			
3. The **stimuli** have multiple and sufficient information needed to utilize the SEP. (e.g. multiple data sets to analyze)			
4. The **prompts** elicit observable understanding of the Disciplinary Core Idea (DCI).			
5. The **prompts** explicitly mention the Crosscutting Concept (CCC).			
6. The **prompts** include language (i.e. bullets) from grade appropriate progressions. (SEP)(DCI)(CCC)			
7. The **graphic organizers** provide space for the observable features (e.g. 1, 2, 3...) in the evidence statement. (e.g. claim, evidence and reasoning)			

8. The **entire assessment** contains information that is scientifically accurate and properly attributed. (e.g. don't make up data and include the source)			
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10. The **phenomenon** or **problem** is authentic, interesting, and requires students to figure something out.			
11. The **phenomenon** or **problem** is novel to show the transfer of knowledge. (i.e. not in the unit)			

Five Ways to Slow the Hippo
Evidence Statement

Reflections:			
	No	**Partial**	**Yes**
1. The assessment contains a **phenomenon** (science) or a **problem** (engineering)			
2. The **prompts** match the Science and Engineering Practice (SEP) and engage students in sense making.			
3. The **stimuli** have multiple and sufficient information needed to utilize the SEP. (e.g. multiple data sets to analyze)			
4. The **prompts** elicit observable understanding of the Disciplinary Core Idea (DCI).			
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11. The **phenomenon** or **problem** is novel to show the transfer of knowledge. (i.e. not in the unit)			

Channel Island Biogeography
Evidence Statement

Reflections:			
	No	**Partial**	**Yes**
1. The assessment contains a **phenomenon** (science) or a **problem** (engineering)			
2. The **prompts** match the Science and Engineering Practice (SEP) and engage students in sense making.			
3. The **stimuli** have multiple and sufficient information needed to utilize the SEP. (e.g. multiple data sets to analyze)			
4. The **prompts** elicit observable understanding of the Disciplinary Core Idea (DCI).			
5. The **prompts** explicitly mention the Crosscutting Concept (CCC).			
6. The **prompts** include language (i.e. bullets) from grade appropriate progressions. (SEP)(DCI)(CCC)			
7. The **graphic organizers** provide space for the observable features (e.g. 1, 2, 3...) in the evidence statement. (e.g. claim, evidence and reasoning)			
8. The **entire assessment** contains information that is scientifically accurate and properly attributed. (e.g. don't make up data and include the source)			
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