

Instructions: Everything in this main column is what a student needs to be considered a “3” or proficient.
Check off whether your student has shown they can perform these items: Not at all, Somewhat, Mostly, or Completely.

<p align="center">Standard 5.1.4 Checklist</p> <p>Develop a model to describe interactions between Earth’s <u>systems</u> including the geosphere, biosphere, hydrosphere, and/or atmosphere. Emphasize interactions between only two systems at a time. Examples could include the influence of a rainstorm in a desert, waves on a shoreline, or mountains on clouds. (ESS2.A)</p>	Not at all	Somewhat	Mostly	Completely
<p>Components of the Model</p> <ul style="list-style-type: none"> Students develop a model, using a specific given example of a phenomenon, to describe ways that the geosphere, biosphere, hydrosphere, and/or atmosphere interact. In their model, students identify the relevant components of their example, including features of two of the following systems that are relevant for the given example: <ul style="list-style-type: none"> Geosphere (i.e., solid and molten rock, soil, sediment, continents, mountains). Hydrosphere (i.e., water and ice in the form of rivers, lakes, glaciers). Atmosphere (i.e., wind, oxygen). Biosphere (i.e., plants, animals [including humans]). 				
<p>Relationships</p> <ul style="list-style-type: none"> Students identify and describe relationships (interactions) within and between the parts of the Earth systems identified in the model that are relevant to the example (e.g., the atmosphere and the hydrosphere interact by exchanging water through evaporation and precipitation; the hydrosphere and atmosphere interact through air temperature changes, which lead to the formation or melting of ice). 				
<p>Connections</p> <ul style="list-style-type: none"> Students use the model to describe a variety of ways to which the parts of two major Earth systems in the specific given example interact to affect the Earth’s surface materials and processes in that context. 				

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| <ul style="list-style-type: none">Students use the model to describe how parts of the Earth systems work together to affect the functioning of that Earth system and contribute to the functioning of the other relevant Earth system. | | | | |
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*When “describe” is referenced, any of the following descriptions could be used: written, oral, pictorial, and kinesthetic.