

INSTRUCTIONAL MATERIALS ADOPTION

VENDOR: Thomson/Delmar INSTRUCTIONAL MATERIALS: Managing our Resources

SUBJECT: Environmental Science COPYRIGHT DATE(S): 2002/1998

INSTRUCTIONAL MATERIALS ADOPTION: GENERIC EVALUATION CRITERIA

GROUP II – 2002 TO 2008

SE ISBN 0-7668-6196-1
TE ISBN _____

R-E-S-P-O-N-S-E-S

YES	NO	N/A	CRITERIA	NOTES
-----	----	-----	----------	-------

I. INTER-ETHNIC

—	—	—	1. The instructional materials meets the requirements of inter-ethnic: concept, content, and illustration, as set by West Virginia Board of Education Policy (Adopted December 1970).	
---	---	---	---	--

II. EQUAL OPPORTUNITY

—	—	—	1. The instructional material meets the requirements of equal opportunity" concept, content, illustration, heritage, roles, contributions, experiences, and achievements of males and females in American and other cultures, as set by West Virginia Board of Education Policy (Adopted May 1975).	
---	---	---	---	--

INSTRUCTIONAL

VENDOR: Thomson/Delmar

MATERIALS: Environmental Science

SUBJECT: Environmental Science

COPYRIGHT DATE(S): 2002/1998

SE ISBN: 0-7668-6196-1

TE ISBN: _____

COMMENTS: _____

INSTRUCTIONAL MATERIALS ADOPTION: GENERAL EVALUATION CRITERIA

**GROUP VI – 2002 to 2008
Agricultural Education
Robert C. Beach Credit Courses**

(Vendor/Publisher)
SPECIFIC LOCATION
OF CONTENT WITHIN
PRODUCT

I = In-depth
A = Adequate
M = Minimal
N = Nonexistent

(IMR Committee)
RESPONSES
I A M N

MULTIMEDIA

Offer appropriate multimedia (e.g. computer software, audio, visual, Internet access) in order to :

<hr/>	1. Problem solve; locate, evaluate and collect information; develop positive attitudes toward technology; and use databases, spreadsheets and graphics.	—	—	✓	—
<hr/>	2. Provide a web site which links to relevant sites containing suggested lesson plans and student activities.	—	✓	—	—
<hr/>	3. Integrate current technology into the curriculum.	—	✓	—	—
<hr/>	4. Use TV/Satellite, VCR, DVD, ect., to retrieve and relate information.	—	—	—	✓

READING STRATEGIES

<hr/>	1. Include activities using graphic organizers (e.g., webbing and mapping).	—	✓	—	—
<hr/>	2. Promote independent reading skills and study techniques	—	✓	—	—
<hr/>	3. Present varied teaching models.	—	✓	—	—

LEARNING STYLES

<hr/>	Learning activities and labs should address the varied learning styles and multiple intelligences of students and include models for insightful decision-making by the teacher. Reteach, practice, and enrichment activities should be provided.	—	✓	—	—
-------	--	---	---	---	---

I = In-depth
 A = Adequate
 M = Minimal
 N = Nonexistent

GENERAL CRITERIA

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	I = In-depth A = Adequate M = Minimal N = Nonexistent	(IMR Committee) RESPONSES			
		I	A	M	N
CRITICAL THINKING SKILLS					
_____	Questioning models should include higher order thinking skills to analyze problems and implement solutions.	—	✓	—	—
LIFE SKILLS					
_____	Learning activities should be applicable to life skills, including but not limited to: using reference tools, completing an application, interviewing and setting goals.	—	✓	—	—
CLASSROOM MANAGEMENT					
_____	1. Learning activities should include opportunities for large, small and cooperative learning groups through panel discussions, peer teaching, and independent learning in a variety of environments both indoor and outdoor.	—	✓	—	—
_____	2. Engage in active inquiries, investigations and hands-on activities for a minimum of 50 percent of the instructional time to develop conceptual understanding and laboratory skills.	—	✓	—	—
INSTRUCTIONAL MATERIALS					
Student materials should include, but not be limited to:					
_____	1. Extensive and varied opportunities to practice targeted skills.	—	✓	—	—
_____	2. Reteaching, practice, and enrichment materials.	—	✓	—	—
_____	3. Leveled texts that will allow students to read independently (Grades 7-12).	—	✓	—	—
ASSESSMENT					
Assessment materials should include, but not be limited to:					
_____	1. Practice available in norm referenced, criterion referenced and performance based measures.	—	✓	—	—
_____	2. Varied assessment techniques (e.g., true/false, multiple choice, short answer) with teacher text indicating test bank answers and additional resources.	—	✓	—	—

INSTRUCTIONAL
MATERIALS: WV Wildlife & Natural Resources

VENDOR: Thomson/Demar

SUBJECT: Environmental Technology

COPYRIGHT DATE(S): _____

SE ISBN: _____

TE ISBN: _____

COMMENTS: _____

INSTRUCTIONAL MATERIALS ADOPTION: SPECIFIC EVALUATION CRITERIA

**GROUP VI – 2002 to 2008
Agricultural Education
Environmental Technology**

(Vendor/Publisher)
SPECIFIC LOCATION
OF CONTENT WITHIN
PRODUCT

I = In-depth
A = Adequate
M = Minimal
N = Nonexistent

(IMR Committee)
RESPONSES
I A M N

Course Description: This class will cover various aspects of environmental science applications to prevent detrimental effects on our ecosystem. Units will include solid and hazardous waste, water purification, wastewater treatment, solid erosion control, nutrient management and environmental surveying.

SOLID WASTE

The instructional materials present information in a manner that enables the student to:

_____	1. Analyze sources of solid waste.	___	✓	___	___
_____	2. Examine hazards in the handling and disposal of solid waste materials.	___	✓	___	___
_____	3. Compare and contrast methods of solid waste disposal.	___	✓	___	___
_____	4. Examine recycling methods.	___	✓	___	___
_____	5. Describe composting.	___	___	___	✓
_____	6. Explore methods and benefits of composting.	___	___	___	✓

HAZARDOUS WASTE

The instructional materials present information in a manner that enables the student to:

_____	1. Identify types of hazardous waste.	___	✓	___	___
_____	2. Describe ecotoxicology.	___	___	___	✓
_____	3. Explain hazardous waste disposal.	___	✓	___	___
_____	4. Describe methods to identify hazardous materials and safely clean up spills.	___	___	___	✓

I = In-depth
 A = Adequate
 M = Minimal
 N = Nonexistent

ENVIRONMENTAL TECHNOLOGY SPECIFIC CRITERIA

(Vendor/Publisher)
 SPECIFIC LOCATION
 OF CONTENT WITHIN
 PRODUCT

I = In-depth
 A = Adequate
 M = Minimal
 N = Nonexistent

(IMR Committee)
 RESPONSES

I A M N

WATER PURIFICATION

The instructional materials present information in a manner that enables the student to:

<hr/>	1. Describe the composition of water.	—	✓	—	—
<hr/>	2. Explain the importance of water.	—	✓	—	—
<hr/>	3. Identify sources of water.	—	✓	—	—
<hr/>	4. Investigate and discuss how water is stored and distributed.	—	✓	—	—
<hr/>	5. Identify methods of how water is used and managed.	—	✓	—	—
<hr/>	6. Name and distinguish various types of wetlands.	—	✓	—	—
<hr/>	7. Explore the benefits and functions of wetlands.	—	✓	—	—
<hr/>	8. Explain a how human activity affects wetlands.	—	✓	—	—

WASTEWATER TREATMENT AND DISPOSAL

The instructional materials present information in a manner that enables the student to:

<hr/>	1. Identify sources of wastewater.	—	✓	—	—
<hr/>	2. Describe hazards in wastewater.	—	✓	—	—
<hr/>	3. Compare ways of treating wastewater.	—	✓	—	—
<hr/>	4. Analyze the products of wastewater treatment, including the production and use of biosolids.	—	✓	—	—
<hr/>	5. Investigate the important biological, chemical and biochemical processes in wastewater treatment.	—	✓	—	—
<hr/>	6. Explain the components and operation of a wastewater treatment system.	—	✓	—	—

SOIL EROSION CONTROL

The instructional materials present information in a manner that enables the student to:

<hr/>	1. Identify and describe the physical properties of soil and their impact on soil erosion.	—	✓	—	—
<hr/>	2. Compare and contrast types of soil erosion.	✓	—	—	—
<hr/>	3. Illustrate soil conservation practices for urban and agricultural areas.	—	✓	—	—

I = In-depth
 A = Adequate
 M = Minimal
 N = Nonexistent

ENVIRONMENTAL TECHNOLOGY SPECIFIC CRITERIA

(Vendor/Publisher)
 SPECIFIC LOCATION
 OF CONTENT WITHIN
 PRODUCT

I = In-depth
 A = Adequate
 M = Minimal
 N = Nonexistent

(IMR Committee)
 RESPONSES

I A M N

_____	4. Describe how to utilize a soil survey to make environmental decisions.	✓	—	—	—
_____	5. Explain the best management practices to control sediment from urban areas, agriculture and forests.	—	✓	—	—
_____	6. Examine soil erosion control devices and methods.	—	✓	—	—

NUTRIENT MANAGMENT

The instructional materials present information in a manner that enables the student to:

_____	1. Identify and discuss non-point source pollution.	—	✓	—	—
_____	2. Explain soil nutrient testing procedures to determine available nutrients.	—	—	✓	—
_____	3. Describe testing procedures to determine organic matter content.	—	—	✓	—
_____	4. Provide an example of a nutrient management plan.	—	—	✓	—
_____	5. List and explain steps used to calibrate nutrient spreader for rate of application.	—	—	—	✓
_____	6. Describe water-testing procedures and interpret results to determine impact of non-point source pollution.	—	✓	—	—
_____	7. Explain how to properly convert measurement systems between metric and English.	—	—	—	✓

LABORATORY PRACTICES AND PROCEDURES/HANDS-ON LEARNING

The instructional materials present information in a manner that enables the student to:

_____	1. Experience active inquiries, investigations and hands-on activities for a minimum of 50 percent of the instructional time to develop conceptual understanding and laboratory skills.	—	✓	—	—
_____	2. Properly and safely manipulate equipment, materials, chemicals, organisms and models.	—	✓	—	—
_____	3. Conduct explorations in a variety of environments (e.g., laboratories and outdoor locations).	—	✓	—	—
_____	4. Use computers and current technologies (e.g., computer, CBL, probe interfaces, laserdiscs) to collect, analyze and/or report data and conduct research and simulations.	—	✓	—	—