INSTRUCTIONAL MATERIALS ADOPTION

VENDOR: Jones & Bartlett

INSTRUCTIONAL MATERIALS: Creating a Sustainable Future

SUBJECT: Environmental Science

COPYRIGHT DATE(S): 2001

INSTRUCTIONAL MATERIALS ADOPTION: GENERIC EVALUATION CRITERIA

GROUP II – 2002 TO 2008

SE ISBN 07637-1316-3
TE ISBN 07637-1769-X

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).	

10-12 Grade

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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 :					
	1.	Problem solve; locate, evaluate and collect information; develop positive attitudes toward technology; and use databases, spreadsheets and graphics.		✔		
	2.	Provide a web site which links to relevant sites containing suggested lesson plans and student activities.		✔		
	3.	Integrate current technology into the curriculum.		✔		
	4.	Use TV/Satellite, VCR, DVD, ect., to retrieve and relate information.			✔	
	READING STRATEGIES					
	1.	Include activities using graphic organizers (e.g., webbing and mapping).		✔		
	2.	Promote independent reading skills and study techniques		✔		
	3.	Present varied teaching models.		✔		
	LEARNING STYLES 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.			✔		

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	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.		✔		

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GROUP VI – 2002 to 2008
Agricultural Education
Environmental Technology

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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.		✔		

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ENVIRONMENTAL TECHNOLOGY
SPECIFIC CRITERIA

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	WATER PURIFICAION				
	The instructional materials present information in a manner that enables the student to:				
	1. Describe the composition of water.	___	✔	___	___
	2. Explain the importance of water.	___	✔	___	___
	3. Identify sources of water.	___	✔	___	___
	4. Investigate and discuss how water is stored and distributed.	___	✔	___	___
	5. Identify methods of how water is used and managed.	___	✔	___	___
	6. Name and distinguish various types of wetlands.	___	✔	___	___
	7. Explore the benefits and functions of wetlands.	___	✔	___	___
	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:				
	1. Identify sources of wastewater.	___	✔	___	___
	2. Describe hazards in wastewater.	___	✔	___	___
	3. Compare ways of treating wastewater.	___	✔	___	___
	4. Analyze the products of wastewater treatment, including the production and use of biosolids.	___	✔	___	___
	5. Investigate the important biological, chemical and biochemical processes in wastewater treatment.	___	✔	___	___
	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:				
	1. Identify and describe the physical properties of soil and their impact on soil erosion.	___	✔	___	___
	2. Compare and contrast types of soil erosion.	___	✔	___	___
	3. Illustrate soil conservation practices for urban and agricultural areas.	___	✔	___	___

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	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.		✔		