

Subject: Science		Grade: 7	Strand: Engineering
Standard: 6-8.E.1 Identify the criteria and constraints of a design to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.			
4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3. <ul style="list-style-type: none"> Apply relevant scientific principles to a design to increase the likelihood of a successful solution 	Sample Task(s)	
		<ul style="list-style-type: none"> Students use the principles of buoyancy to increase the weight their raft can hold Students use principles of aerodynamics to increase the speed of their model wind turbine 	
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>		
3.0	The student demonstrates proficiency on the grade level standard by: <ul style="list-style-type: none"> Use the criteria and constraints of a design as a guide to ensure a successful solution Investigate the scientific principles related to the engineering activity Assess potential impacts on people and the natural environment that may limit possible solutions The student is consistently able to apply the grade level concepts and skills above.	Sample Task(s)	
		<ul style="list-style-type: none"> Students use the Archimedes principle to guide buoyancy calculations for their project's buoyancy Students design and construct a raft within the limits of the criteria and constraints 	
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>		
2.0	The student is demonstrating success on the following foundational concepts and skills: <ul style="list-style-type: none"> Define constraint and describe how constraints affect the design process Recognize that relevant scientific information is useful in developing a solution Recognize that solutions may impact people or the natural environment 	Sample Task(s)	
		<ul style="list-style-type: none"> Students calculate a budget within the constraints to construct their model turbine Students write about the possibility of a freshwater barge within the context of the real-world 	
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>		
1.0	The student can demonstrate some success on the foundational concepts and skills but requires support to do so. <ul style="list-style-type: none"> Read and identify the constraints, criteria, and problem of an engineering problem 		

0.0	There is no evidence of success on the foundational concepts and skills, even with support.	
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Subject: Science	Grade: 7	Strand: Engineering
Standard: 6-8.E.2 Evaluate competing design solutions using a systematic process to identify how well they meet the criteria and constraints of the problem.		
4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3. <ul style="list-style-type: none"> ● Construct visual aids, such as charts or graphs, to assess and communicate the success of a design. 	Sample Task(s)
		<ul style="list-style-type: none"> ● Students graph and analyze the max power output of their model turbine and compare it to others' to assess their success
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>	
3.0	The student demonstrates proficiency on the grade level standard by: <ul style="list-style-type: none"> ● Collect data to determine how well the design solves the problem within the limits of the criteria and constraints ● Compare competing design solutions to one another to assess success of meeting criteria and constraints The student is consistently able to apply the grade level concepts and skills above.	Sample Task(s)
		<ul style="list-style-type: none"> ● Students compare the scores of their computerized turbine designs ● Students examine the success or failure of turbine test runs to see which designs work and which do not work
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>	
2.0	The student is demonstrating success on the following foundational concepts and skills: <ul style="list-style-type: none"> ● Determine if a design meets criteria and constraints ● Identify strengths and weaknesses of multiple designs 	Sample Task(s)
		<ul style="list-style-type: none"> ● Students use the engineering process to construct a model turbine ● Students use the engineering process to construct a model barge
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>	
1.0	The student can demonstrate some success on the foundational concepts and skills but requires support to do so. <ul style="list-style-type: none"> ● Identify criteria and constraints 	

0.0	There is no evidence of success on the foundational concepts and skills, even with support.	
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Subject: Science	Grade: 7	Strand: Engineering
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Standard: 6-8.E.3 Analyze data from investigations to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3. <ul style="list-style-type: none"> ● Synthesize and use data from multiple aspects of multiple designs to drive the redesign process of a new prototype 	Sample Task(s)
		<ul style="list-style-type: none"> ● Students create a portfolio of design solutions from which to choose when redesigning a prototype
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>	
3.0	The student demonstrates proficiency on the grade level standard by: <ul style="list-style-type: none"> ● Analyze data from multiple aspects of multiple designs to determine the best options for successfully solving the problem ● Combine successful aspects of multiple designs into a new design The student is consistently able to apply the grade level concepts and skills above.	Sample Task(s)
		<ul style="list-style-type: none"> ● Assess design solutions of other student groups to aid in the redesign step of the engineering process ● Incorporate successful design aspects from other student groups into one’s own design
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>	
2.0	The student is demonstrating success on the following foundational concepts and skills: <ul style="list-style-type: none"> ● Break a design down into multiple components to be tested ● Identify patterns in data to determine similarities and differences among several design solutions 	Sample Task(s)
		<ul style="list-style-type: none"> ● Students compare and contrast the designs of prototypes which succeed with those that do not
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>	
1.0	The student can demonstrate some success on the foundational concepts and skills but requires support to do so.	

	<ul style="list-style-type: none"> Recognize that a design may involve multiple components, which contribute to the overall success of the design Collect data on one or more aspects of a design. 	
0.0	There is no evidence of success on the foundational concepts and skills, even with support.	

Subject: Science		Grade: 7	Strand: Life Science
Standard: 7.LS.1 Investigate and observe cells in living organisms and collect evidence showing that living things are made of cells. Compare and provide examples of prokaryotic and eukaryotic organisms. Identify the characteristics of living things.			
4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3. <ul style="list-style-type: none"> Design and complete a scientific investigation to find evidence of cells in living things 	Sample Task(s)	
		<ul style="list-style-type: none"> Students complete a scientific investigation to find evidence of cells in living organisms Students design an investigation to determine if spinach cells are eukaryotic or prokaryotic 	
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>		
3.0	The student demonstrates proficiency on the grade level standard by: <ul style="list-style-type: none"> Create a model or visual of a prokaryotic or eukaryotic cell Create a definition for 'life' based upon the shared characteristics of observed lifeforms Investigate cell samples to determine if they are prokaryotic or eukaryotic The student is consistently able to apply the grade level concepts and skills above.	Sample Task(s)	
		<ul style="list-style-type: none"> Students create illustrations of prokaryotic and/or eukaryotic cells Students develop their own definition of life based on the shared characteristics of living things 	
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>		
2.0	The student is demonstrating success on the following foundational concepts and skills: <ul style="list-style-type: none"> Compare and contrast prokaryotic and eukaryotic cells and organisms Identify the characteristics of living things Collect and view cell samples from living organisms 	Sample Task(s)	
		<ul style="list-style-type: none"> Students create Venn diagrams to compare and contrast prokaryotic and eukaryotic cells Students use microscopes to observe prepared slides 	
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>		

1.0	<p>The student can demonstrate some success on the foundational concepts and skills but requires support to do so.</p> <ul style="list-style-type: none"> ● Recognize all living things are made of cells ● Observe prokaryotic and eukaryotic cells 	
0.0	<p>There is no evidence of success on the foundational concepts and skills, even with support.</p>	

Subject: Science		Grade: 7	Strand: Life Science
Standard: 7.LS.4 Research and describe the functions and relationships between various cell types, tissues, and organs in the immune system, circulatory system and digestive system of the human body.			
4.0	<p>Student demonstrates a deep understanding by consistently extending work beyond Level 3.</p> <ul style="list-style-type: none"> ● Integrate research on cell, tissue, and organ function within the overall context of the human body system 	Sample Task(s)	
			<ul style="list-style-type: none"> ● Students create a ‘crowd-source’ model of the entire human body, going from differentiated cells, through each level of organization - cell, tissue, organ, system - to model the entire body
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>		
3.0	<p>The student demonstrates proficiency on the grade level standard by:</p> <ul style="list-style-type: none"> ● Describe the functions of differentiated cells, tissues, organs, and systems of the human body. ● Describe the relationships between cells, tissues, organs, and systems of the human body 	Sample Task(s)	
			<ul style="list-style-type: none"> ● Students build a model of a differentiated cell with a focus on their unique structures and functions
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>		
2.0	<p>The student is demonstrating success on the following foundational concepts and skills:</p> <ul style="list-style-type: none"> ● Research and analyze the relationships between cells, tissues, and organs of the human body ● Describe the general functions of cells within the body ● Describe the general functions of the immune, circulatory, and digestive systems in the human body 	Sample Task(s)	
			<ul style="list-style-type: none"> ● Students research and present on the structure and function of a particular body system
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>		

1.0	<p>The student can demonstrate some success on the foundational concepts and skills but requires support to do so.</p> <ul style="list-style-type: none"> Recognize the presence of immune, circulatory, and digestive systems within the human body Recognize that cells give rise to tissues, tissues give rise to organs, and organs give rise to body systems 	
0.0	<p>There is no evidence of success on the foundational concepts and skills, even with support.</p>	

Subject: Science	Grade: 7	Strand: Life Science
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Standard: 7.LS.5 Compare and contrast the form and function of the organelles found in plant and animal cells.

4.0	<p>Student demonstrates a deep understanding by consistently extending work beyond Level 3.</p> <ul style="list-style-type: none"> Predict the form and/or function of eukaryotic cell organelles Apply the relationship between form and function to problems involving any life form 	Sample Task(s)
		<ul style="list-style-type: none"> Students design an investigation to compare and contrast samples of organelles in plant and animal cells Students predict the organelles in cells based on the needed function of those cells
3.5	<p><i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i></p>	
3.0	<p>The student demonstrates proficiency on the grade level standard by:</p> <ul style="list-style-type: none"> Compare and contrast the form and function of the organelles found in plant and animal cells Recognize and explain the relationship between form and function of organelles in plant and animal cells <p>The student is consistently able to apply the grade level concepts and skills above.</p>	Sample Task(s)
		<ul style="list-style-type: none"> Students construct a Venn diagram to compare plant and animal cell structure and function Students predict and discuss the effects in function of losing key structures inside a cell
2.5	<p><i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i></p>	
2.0	<p>The student is demonstrating success on the following foundational concepts and skills:</p> <ul style="list-style-type: none"> Recognize that animal and plant cells have differing organelles based upon the needs of those cells Describe the form and list the function of animal and plant organelles 	Sample Task(s)
		<ul style="list-style-type: none"> Students draw pictures of and describe the functions of plant and animal cell organelles

1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>	
1.0	<p>The student can demonstrate some success on the foundational concepts and skills but requires support to do so.</p> <ul style="list-style-type: none"> • Notice that cell organelles have unique and specific functions 	
0.0	There is no evidence of success on the foundational concepts and skills, even with support.	

Subject: Science		Grade: 7	Strand: Physical Science
Standard: 7.PS.7 Construct a device that uses one or more of Newton’s laws of motion. Explain how motion, acceleration, force, and mass are affecting the device.			
4.0	<p>Student demonstrates a deep understanding by consistently extending work beyond Level 3.</p> <ul style="list-style-type: none"> • Construct a device to illustrate all of Newton’s laws and how motion, acceleration, force and mass affect motion • Explain the movement of an object using Newton’s laws of motion, as well as the effects of motion, acceleration, force, and mass 	Sample Task(s)	
			<ul style="list-style-type: none"> • Students build a Rube Goldberg-like device that includes an illustration of all Newton’s Laws of Motion, and describe the effects of acceleration, force, and mass within the device
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>		
3.0	<p>The student demonstrates proficiency on the grade level standard by:</p> <ul style="list-style-type: none"> • Construct a device to illustrate Newton’s laws of motion • Construct a device to illustrate how acceleration, force, and mass affect motion <p>The student is consistently able to apply the grade level concepts and skills above.</p>	Sample Task(s)	
			<ul style="list-style-type: none"> • Students show examples of Newton’s Laws of motion individually • Students predict how changes in acceleration, force, and/or mass affect motion
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>		
2.0	<p>The student is demonstrating success on the following foundational concepts and skills:</p> <ul style="list-style-type: none"> • Explain Newton’s laws of motion • Explain how motion, acceleration, force, and mass affect movement 	Sample Task(s)	
			<ul style="list-style-type: none"> • Students define Newton’s laws of motion • Students create their own examples of each of Newton’s three laws

1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>	
1.0	<p>The student can demonstrate some success on the foundational concepts and skills but requires support to do so.</p> <ul style="list-style-type: none"> Recognize that movement of an object follows physical laws Recognize that factors such as mass, force, and acceleration affect motion 	
0.0	There is no evidence of success on the foundational concepts and skills, even with support.	

Subject: Science		Grade: 7	Strand: Physical Science
Standard: 7.PS.8 Investigate a process in which energy is transferred from one form to another and provide evidence that the total amount of energy does not change during the transfer when the system is closed. (Law of conservation of energy)			
4.0	<p>Student demonstrates a deep understanding by consistently extending work beyond Level 3.</p> <ul style="list-style-type: none"> Incorporate multiple transfers of energy into one system and obtain evidence to show the total amount of energy does not change 	Sample Task(s)	
		<ul style="list-style-type: none"> Students describe how energy is maintained throughout their Rube Goldberg-like device 	
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>		
3.0	<p>The student demonstrates proficiency on the grade level standard by:</p> <ul style="list-style-type: none"> Investigate a process in which energy is transferred from one form to another Provide evidence that the total amount of energy does not change during transfer in a closed system <p>The student is consistently able to apply the grade level concepts and skills above.</p>	Sample Task(s)	
		<ul style="list-style-type: none"> Students construct a Rube Goldberg-like device which includes multiple transfers of energy from one form to another 	
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>		
2.0	<p>The student is demonstrating success on the following foundational concepts and skills:</p> <ul style="list-style-type: none"> Measure some form(s) of energy Recognize that energy is neither created nor destroyed 	Sample Task(s)	
		<ul style="list-style-type: none"> Students conduct experiments in which they measure temperature changes in combinations of hot and cold water 	

	<ul style="list-style-type: none"> Explain or show ways in which energy can transfer from one form to another 	
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>	
1.0	<p>The student can demonstrate some success on the foundational concepts and skills but requires support to do so.</p> <ul style="list-style-type: none"> Define the Law of Conservation of Energy Recognize that different forms of energy exist 	
0.0	There is no evidence of success on the foundational concepts and skills, even with support.	

Subject: Science		Grade: 7	Strand: Physical Science
Standard: 7.PS.9 Compare and contrast the three types of heat transfer: radiation, convection, and conduction.			
4.0	<p>Student demonstrates a deep understanding by consistently extending work beyond Level 3.</p> <ul style="list-style-type: none"> Create examples of heat transfer which include but clearly differentiate between all three types of heat transfer Explain how a single example can incorporate all three types of heat transfer 	Sample Task(s)	
		<ul style="list-style-type: none"> Students find and explain real-life examples of cases in which all three types of heat transfer are present 	
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>		
3.0	<p>The student demonstrates proficiency on the grade level standard by:</p> <ul style="list-style-type: none"> Compare and contrast the three types of heat transfer Differentiate between the three types of heat transfer in given examples <p>The student is consistently able to apply the grade level concepts and skills above.</p>	Sample Task(s)	
		<ul style="list-style-type: none"> Students create or find examples of all three types of heat transfer around their house or the school 	
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>		
2.0	<p>The student is demonstrating success on the following foundational concepts and skills:</p> <ul style="list-style-type: none"> Define and give examples of the three types of heat transfer Compare or contrast the three types of heat transfer 	Sample Task(s)	
		<ul style="list-style-type: none"> Students use key words to define conduction, convection, and radiation 	

		<ul style="list-style-type: none"> Students label given examples as heat transfer through conduction, convection, or radiation
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>	
1.0	<p>The student can demonstrate some success on the foundational concepts and skills but requires support to do so.</p> <ul style="list-style-type: none"> Recognize that heat exists as an energy and transfers in different ways 	
0.0	There is no evidence of success on the foundational concepts and skills, even with support.	

Subject: Science		Grade: 7	Strand: Earth and Space
Standard: 7.ESS.1 Identify and investigate the properties of minerals. Identify and classify a variety of rocks based on physical characteristics from their origin, and explain how they are related using the rock cycle. (i.e. Sedimentary, igneous, and metamorphic rocks).			
4.0	<p>Student demonstrates a deep understanding by consistently extending work beyond Level 3.</p> <ul style="list-style-type: none"> Model the rock cycle, including the three main types of rock formation, the relationships between them, and examples of rocks and their properties within each part of the cycle 	Sample Task(s)	
		<ul style="list-style-type: none"> Students construct a rock and mineral identification guide for tourists in Miami County 	
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>		
3.0	<p>The student demonstrates proficiency on the grade level standard by:</p> <ul style="list-style-type: none"> Investigate and identify a variety of rocks to sort them into their respective rock types based upon their measured characteristics <p>The student is consistently able to apply the grade level concepts and skills above.</p>	Sample Task(s)	
		<ul style="list-style-type: none"> Students use common identification tests, such as scratch tests, hardness tests, and color tests to identify rocks from the local area 	
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>		
2.0	<p>The student is demonstrating success on the following foundational concepts and skills:</p> <ul style="list-style-type: none"> Define and explain how each main type of rock is formed within the context of the rock cycle 	Sample Task(s)	

	<ul style="list-style-type: none"> Identify key characteristics of rocks for identification purposes 	<ul style="list-style-type: none"> Students use an identification guide to identify common rock samples using key characteristics of the rocks
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>	
1.0	<p>The student can demonstrate some success on the foundational concepts and skills but requires support to do so.</p> <ul style="list-style-type: none"> Recognize the existence of different types of rocks, key characteristics, and types of formation 	
0.0	There is no evidence of success on the foundational concepts and skills, even with support.	

Subject: Science		Grade: 7	Strand: Earth and Space
Standard: 7.ESS.4 Construct an explanation, based on evidence found in and around Indiana, for how large scale physical processes, such as Karst topography and glaciation, have shaped the land.			
4.0	<p>Student demonstrates a deep understanding by consistently extending work beyond Level 3.</p> <ul style="list-style-type: none"> Obtain evidence from examination of an Indiana landscape to identify, model, and explain the presence of real life topographical features 	Sample Task(s)	
		<ul style="list-style-type: none"> Students construct a topographical field guide for tourists in Miami County, which describes landmarks such as Seven Pillars 	
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>		
3.0	<p>The student demonstrates proficiency on the grade level standard by:</p> <ul style="list-style-type: none"> Explain, model, or illustrate the key aspects of large scale processes, such as Karst topography and glaciation Provide real life examples of Karst topography or the effects of glaciation in and around Indiana <p>The student is consistently able to apply the grade level concepts and skills above.</p>	Sample Task(s)	
		<ul style="list-style-type: none"> Students draw and label a topographical map of the local area, based on their observations of the area Students identify actual topographical features in the local area 	
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>		
2.0	The student is demonstrating success on the following foundational concepts and skills:	Sample Task(s)	

	<ul style="list-style-type: none"> Recognize that Karst topography and glaciation have uniquely shaped the Indiana landscape. Explain how key features of Karst topography and glaciation are formed over time 	<ul style="list-style-type: none"> Students define and make paper models of Karst topographical features
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>	
1.0	<p>The student can demonstrate some success on the foundational concepts and skills but requires support to do so.</p> <ul style="list-style-type: none"> Define and/or illustrate key features of Karst topography and glaciation 	
0.0	There is no evidence of success on the foundational concepts and skills, even with support.	

Subject: Science		Grade: 7	Strand: Earth and Space
Standard: 7.ESS.7 Describe the positive and negative environmental impacts of obtaining and utilizing various renewable and nonrenewable energy resources in Indiana. Determine which energy resources are the most beneficial and efficient.			
4.0	<p>Student demonstrates a deep understanding by consistently extending work beyond Level 3.</p> <ul style="list-style-type: none"> Construct an argument, based upon research of the positive/negative environmental impacts of obtaining/utilizing various forms of energy, to argue which energy resources are the most beneficial and efficient for use in Indiana 	Sample Task(s)	
		<ul style="list-style-type: none"> Students research, construct, and present arguments for various energy sources in a debate-style discussion 	
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>		
3.0	<p>The student demonstrates proficiency on the grade level standard by:</p> <ul style="list-style-type: none"> Describe the positive/negative environmental impacts of obtaining and utilizing various renewable/nonrenewable energy resources in Indiana Determine which energy resources are the most beneficial and efficient <p>The student is consistently able to apply the grade level concepts and skills above.</p>	Sample Task(s)	
		<ul style="list-style-type: none"> Students research and present on the practicality of using renewable resources versus nonrenewable resources in Indiana 	
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>		
2.0	The student is demonstrating success on the following foundational concepts and skills:	Sample Task(s)	

	<ul style="list-style-type: none"> • Compare and contrast the use of various renewable and nonrenewable energy resources • Highlight positive and negative environmental impacts of each energy resource 	<ul style="list-style-type: none"> • Students research the pros and cons of common renewable and nonrenewable energy resources • Students research current energy practices in Indiana
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>	
1.0	<p>The student can demonstrate some success on the foundational concepts and skills but requires support to do so.</p> <ul style="list-style-type: none"> • Explain the difference between renewable and non-renewable energy • Recognize the existence of trade-offs when using or obtaining renewable and non-renewable energy resources 	
0.0	There is no evidence of success on the foundational concepts and skills, even with support.	