

**Tijuana River National Estuarine Research Reserve
High School Estuary Curriculum
Evaluation**

Teacher _____ High School _____

Grade/Subject: _____

Check the components of this curriculum that you use.

Text	Activities	Resources
<input type="checkbox"/> Ecology	<input type="checkbox"/> Measuring Water Quality <input type="checkbox"/> Graphing San Diego Tides <input type="checkbox"/> Biotic Verses Abiotic Factors <input type="checkbox"/> Plotting Water Quality Data <input type="checkbox"/> Marine Oil Spills <input type="checkbox"/> Introduced Species <input type="checkbox"/> Estuaries Around the United States	
<input type="checkbox"/> Geology	<input type="checkbox"/> Constructing a Set of Soil Sieves <input type="checkbox"/> Determine Soil Particle Size <input type="checkbox"/> Determining the Percolation Rate of Soil <input type="checkbox"/> Settling Rates of Different Sized Particles <input type="checkbox"/> Understanding Topographic Maps <input type="checkbox"/> Mapping the Sea Floor	
<input type="checkbox"/> History		
<input type="checkbox"/> Literature/Arts	<input type="checkbox"/> Reading About Estuaries <input type="checkbox"/> Writing About Estuaries	
<input type="checkbox"/> Human Use	<input type="checkbox"/> What You Can Do for Estuaries <input type="checkbox"/> What Estuaries Do For You <input type="checkbox"/> Design a Service Learning Activity	

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Teacher _____ High School _____

Please rate the following criteria according to a 5-point scale, with 5 being the highest. It is illustrated below:

__1__ __2__ __3__ __4__ __5

1 ineffective; 2 headed right, but misses the mark; 3 average; 4 right on; 5 excellent

A. General Content

1. Are ideas expressed through unifying themes and big ideas, not facts?

__1__ __2__ __3__ __4__ __5

2. In content interdisciplinary?

__1__ __2__ __3__ __4__ __5

3. Are students challenged to utilize age-appropriate higher level thinking processes?

__1__ __2__ __3__ __4__ __5

4. Are ideas presented logically and connected through the curriculum?

__1__ __2__ __3__ __4__ __5

5. Is depth of understanding emphasized (rather than encyclopedic breadth)?

__1__ __2__ __3__ __4__ __5

6. Are the learning process and the acquisition of knowledge shown as connected to the students' lives and society?

__1__ __2__ __3__ __4__ __5

B. Presentation

1. Are instructional materials clearly and engagingly written with the main concepts well articulated?

__1__ __2__ __3__ __4__ __5

2. Do lessons promote respect and caring for the environment, yet are non-dogmatic and open to inquiry and differences of opinion?

__1__ __2__ __3__ __4__ __5

3. Are instructional materials easy for students to use and understand?

__1__ __2__ __3__ __4__ __5

4. Are there clear linkages between communities of all levels?

__1__ __2__ __3__ __4__ __5

5. Is the layout of instructional materials interesting and appealing?

__1__ __2__ __3__ __4__ __5

C. Pedagogy

1. Does almost half of the curriculum have students engaged in active learning?

__1__ __2__ __3__ __4__ __5

2. Do lessons encourage students to develop awareness, knowledge, and strategies for responsible action?

__1__ __2__ __3__ __4__ __5

3. Are lessons appropriately tied to California Content Standards?

__1 __2 __3 __4 __5

D. Teacher Usability

1. Are instructions for the teacher clear and concise?

__1 __2 __3 __4 __5

2. Are lesson objectives/outcomes clear and appropriate?

__1 __2 __3 __4 __5

3. Are materials easily integrated into an established curriculum?

__1 __2 __3 __4 __5

4. Is background information for the teacher adequate and accurate?

__1 __2 __3 __4 __5

5. Are equipment/materials listed and reasonably accessible?

__1 __2 __3 __4 __5

6. Is the time required to complete each lesson indicated and accurate?

__1 __2 __3 __4 __5

E. Estuary Content Questions

Do the materials provide opportunities for students to:

1. become aware of, and appreciate, the interdependence of all organisms within the estuary environment, and specifically, their role in the environment?

__1 __2 __3 __4 __5

2. understand that all organisms (including humans) interact with each other and their natural environment?

__1 __2 __3 __4 __5

3. appreciate the benefits human communities derive from healthy natural estuarine ecosystems?

__1 __2 __3 __4 __5

4. recognize that when the estuary or watershed is altered or degraded, there are local and more global consequences?

__1 __2 __3 __4 __5

5. use their knowledge and skills to analyze information and solve problems that have an impact on the health, integrity and sustainability of the Tijuana Estuary.

__1 __2 __3 __4 __5

General

1. What should be changed, added, or omitted to improve this curriculum?

2. What is your overall opinion of this curriculum?