

## Strands of Learning in STC<sup>®</sup> and STC/MS<sup>™</sup>

STC and STC/MS modules contain learning strands, also known as conceptual threads, that not only span across the same grade level, but also span from one grade level to another—meaning that some concepts in the higher-grade modules build on ones introduced in the earlier grades. Some examples are:

<b>Conceptual thread:</b>	<b>Module titles:</b>
Chemical changes and matter	<i>Solids and Liquids; Changes; Chemical Tests; Food Chemistry; Properties of Matter</i>
Electricity and electrical energy, motion and forces, technological design	<i>Electric Circuits; Motion and Design; Magnets and Motors; Energy, Machines, and Motion; Electrical Energy and Circuit Design</i>
Animal and plant growth, microorganisms, adaptations, genetics	<i>Organisms; The Life Cycle of Butterflies; Plant Growth and Development; Animal Studies; Microworlds; Experiments with Plants; Organisms—From Macro to Micro; Human Body Systems</i>
Our planet earth (its weather, physical properties, landforms, and history as a planet), physical properties of earth and the other bodies in our solar system	<i>Weather; Soils; Rocks and Minerals; Land and Water; Ecosystems; Measuring Time; Catastrophic Events; Earth in Space</i>
Strong process skills and math connections	<i>Comparing and Measuring; Balancing and Weighing</i>
Opportunities for technological design in a physical science context	<i>Balancing and Weighing; Sound; Motion and Design; Floating and Sinking; The Technology of Paper; Measuring Time; Light; Energy, Machines, and Motion; Electrical Energy and Circuit Design</i>

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