



# Carolina™ Curriculum Correlation to Kansas Science Education Standards Grades 5-7



**Carolina Biological Supply Company**

2700 York Road • Burlington NC 27215-3398  
800.227.1150 • [www.carolinacurriculum.com](http://www.carolinacurriculum.com)

This document gives a quick visual guide to the alignment of selected units with the Kansas Science Education Standards. Although each STC® unit was developed for use at a specific grade level, there is some flexibility in grade placement. Recommended grade ranges are indicated in the chart below. Carolina publishes additional units in the STC PROGRAM™ that are not included in this document. For more information about any STC PROGRAM™ unit, visit [www.carolinacurriculum.com](http://www.carolinacurriculum.com)



The STC PROGRAM™ is made up of 2 research-based, inquiry-centered curriculums:

- Science and Technology for Children® (STC®) for grades K–6; and
- Science and Technology Concepts for Middle Schools™ (STC/MS™) for grades 6–8

Units with Recommended Grade Ranges		
Grade Range	STC® Units	GEMS® Sequences Building Blocks of Science™
K-2	Comparing and Measuring The Life Cycle of Butterflies Organisms Solids and Liquids Soils Weather	BBS: Sky Watchers
3-4	Animal Studies Changes Electric Circuits Plant Growth and Development Land and Water Motion and Design Sound	GEMS® Space Science Sequence
5-7	Catastrophic Events Earth in Space Ecosystems Energy, Machines, and Motion Experiment with Plants Light Organisms – From Macro to Micro Mircroworlds Properties of Matter	



Building Blocks of Science™ is a K-5 supplementary science curriculum that can be used as stand-alone instruction



Great Explorations in Math and Science® (GEMS®) Space Science Sequence is a research-based 3-5 science curriculum that teaches fundamental concepts in space science.

**LEGEND** To save paper, the curriculum location information in this document has been abbreviated as follows:

TG = Teacher's Guide

S-Sec3 = Section 3 (containing a section on safety) in the STC® Teacher's Guide

L01, L02, etc. = Lesson 1, Lesson 2, etc.

p, pp = page, pages

RB = STC BOOK™ (a science reading book included in some of the grades 3–5 STC® unit kits)

Exts = Extensions (found at the end of most lessons in the Teacher's Guide)

App-A, App-B = Appendix A, Appendix B (found at the end of Section 4 in the Teacher's Guide)

**STANDARD 1: SCIENCE AS INQUIRY**

**Grades 5-7**

**SCIENCE AS INQUIRY – The student will develop the abilities to do *scientific inquiry*, be able to demonstrate how *scientific inquiry* is applied, and develop understandings about *scientific inquiry*.**

**Benchmark 1: The student will demonstrate abilities necessary to do the processes of *scientific inquiry*.**

Grades 5-7 Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> <li> <p>▲ identifies questions that can be answered through scientific investigations.</p> <p><b>Catastrophic Events</b> SG: L01 (pp2-11), L04 (pp42-53)                      TG: L01 (pp3-16), L04 (pp45-56)</p> <p><b>Earth in Space</b> SG: L01 (pp2-11), L21 (pp334-339)                      TG: L01 (pp3-10), L03.Exts (p33), L21 (pp309-31)</p> <p><b>Ecosystems</b> TG: L09 (pp95-98)</p> <p><b>Experiments with Plants</b> TG: L03 (pp31-38), L09 (pp75-80)                      L13-14 (pp101-114)</p> <p><b>Light</b> SG: L01 (pp2-19), TG: L01 (pp3-20)</p> <p><b>Microworlds</b> TG: L01 (pp3-8), L17 (pp87-88)</p> </li> <li> <p>▲ designs and conducts <i>scientific investigations</i> safely using appropriate tools, mathematics, <i>technology</i>, and techniques to gather, analyze, and interpret data.</p> <p><b>Energy, Machines, and Motion</b> SG: L07 (pp62-71)                      TG: L07 (pp75-84)</p> <p><b>Experiments with Plants</b> TG: L12 (pp91-100)</p> <p><b>Organisms - From Macro to Micro</b> SG: L15 (pp180-187)                      TG: L15 (pp253-266)</p> <p><b>Properties of Matter</b> SG: L13 (pp112-115) L15-16 (pp122-139), L23-24 (pp208-223)                      TG: L13 (pp143-152), L15 -16(pp161-178)                      L23-24 (pp275-302)</p> </li> <li> <p>▲ identifies the relationship between evidence and logical conclusions.</p> <p><b>Catastrophic Events</b> SG: L04 (pp42-53), L06 (pp68-79)                      L08 (pp96-101), L12 (pp134-153), L22-25 (pp240-282)                      TG: L04 (pp45-56) L06 (pp69-82), L08 (pp103-126)                      L12 (pp163-176), L22-25 (pp303-372)</p> </li> </ol>	<p>The student...</p> <ol style="list-style-type: none"> <li>explores properties and phenomena of various materials and generates testable questions to investigate.</li> <li> <ol style="list-style-type: none"> <li>designs and conducts an investigation on a question; example, What is the effect of light on plant growth? Components of the investigation may include background and hypothesis, identification of variables (independent variable, dependent variable, variables to be held constant), list of materials, procedures, collection and analysis of data, and conclusions.</li> <li>given an investigative question, determines what to measure and how to measure.</li> <li>displays data collected from performing in investigation using tables, graphs, diagrams and other graphic organizers.</li> </ol> </li> <li> <ol style="list-style-type: none"> <li>checks data to determine: Was the question addressed? Was the hypothesis supported/not supported? Did this design work? How could this experiment be improved? What other questions could be investigated?</li> <li>looks for patterns from the mean of multiple trials, such as the rate of dissolving relative to different temperatures.</li> <li>uses observations for inductive and deductive reasoning, such as explaining a person’s energy level after a change in eating habits (e.g., uses Likert-type scale).</li> <li>states relationships in data, such as variables, which vary directly or inversely.</li> </ol> </li> </ol>

<p><b>Earth in Space</b> SG: L04 (pp42-61), L09 (pp122-127) L14 (pp200-215), L16 (pp244-265), L22 (pp340-343) TG: L04 (pp37-52), L09 (pp121-146), (pp209-220) L16 (pp245-268), L22 (pp311-326) <b>Ecosystems</b> TG: L13-14 (pp125-144) <b>Energy, Machines, and Motion</b> SG: L07 (pp62-71), TG: L04 (pp37-46), L06.Exts (pp68-69), L07 (pp75-84) L13 (pp157-166) L18-19 (pp217-234) <b>Experiments with Plants</b> TG: L10-11 (pp81-90) L13 (pp101-104), L15 (pp115-122) <b>Properties of Matter</b> SG: L16 (pp130-139) TG: L16 (pp169-178)</p> <p>4. ▲ communicates scientific procedures, results and explanations. <b>Organisms - From Macro to Micro</b> TG: L06.Exts (pp89-91) L12.Exts (p207) L15.Exts (p260), L18.Exts (pp299-300)</p>	<p>4. Presents a report of his/her investigation so that others understand it and can replicate the design.</p>
<p>TEACHER NOTES:</p> <p>Given appropriate curriculum and adequate instruction, students can develop the skills of investigation and the understanding that scientific inquiry is guided by knowledge, observations, questions, and a design which identifies and controls variables to gather evidence to formulate an answer to an original question. Students are to be provided opportunities to engage in full and partial inquiries in order to develop the skills of inquiry.</p> <p>Teachers can facilitate success by providing guidelines or boundaries for studying inquiry. Teachers assist students in choosing interesting questions, monitoring design plans, providing relevant examples of effective observation and organization strategies, and checking and improving skills in the use of instruments, technology, and techniques. Students at the middle level need special guidance in using evidence to build explanations, inferences, and models, guidance to think critically and logically, and to see the relationships between evidence and explanations.</p> <p><i>Scientific investigation</i> – A scientific investigation uses scientific inquiry to ask an answer a question.</p> <p><i>Technology</i> - Creates products to meet human needs by applying scientific principles. Science and technology are reciprocal. Science helps drive technology. Technology is essential to science, because it provides instruments and techniques that promote scientific inquiry.</p> <p>▲ = Grade 7 Assessed Indicator</p>	

**STANDARD 1: SCIENCE AS INQUIRY**

**Grades 5-7**

**SCIENCE AS INQUIRY – The student will develop the abilities to do scientific inquiry, be able to demonstrate how scientific inquiry is applied, and develop understandings about scientific inquiry.**

**Benchmark 2: The student will apply different kinds of investigations to different kinds of questions.**

Grades 5-7 Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"><li>1. develops questions and adapts (frames) the inquiry process to guide the appropriate type of investigation.</li><li>2. differentiates between qualitative and quantitative data in an investigation</li></ol>	<p>The student...</p> <ol style="list-style-type: none"><li>1 a. after reading a science news article, identifies variables and writes an appropriate investigative question related to the topic of the article.  b. adapts an existing lab or activity to write a different question, identify another variable, and/or modify the procedure to guide a new investigation.</li><li>2. observes a decomposing compost pile, and determines how to collect quantitative (numerical, measurable) data and qualitative (descriptive) data. Identifies a question that produces quantitative data. (e.g., is the temperature constant throughout the compost pile?) Identifies a question that produces qualitative data. (e.g., does the color of the compost pile change over time?) With the class, analyzes all questions to classify as qualitative or quantitative.</li></ol>
<p><b>TEACHER NOTES:</b></p> <p>Some investigations involve observing and describing objects, organisms or events. Investigations can also involve collecting specimens, experiments, seeking more information, discovering new objects and phenomena, and creating models to explain the phenomena. Instructional activities of scientific inquiry need to engage students in identifying and shaping questions for investigations. Different kinds of questions suggest different kinds of investigations. Many processes or objects in science cannot be directly observed due to size distance or other constraints. However, scientific evidence can be used to draw conclusions and develop a model or picture of the process or object.</p> <p>To help focus, students need to frame questions such as “What do we want to find out?” “How can we make the most accurate observations?” “If we do this, then what do we expect to happen?” Students need instruction to develop the ability to refine and refocus broad and ill-defined questions.</p>	

**STANDARD 1: SCIENCE AS INQUIRY**

**Grades 5-7**

**SCIENCE AS INQUIRY – The student will develop the abilities to do scientific inquiry, be able to demonstrate how scientific inquiry is applied, and develop understandings about scientific inquiry.**

**Benchmark 3: The student will analyze how science advances through the interaction of new ideas, scientific investigations, skepticism, and examinations of evidence of varied explanations**

Grades 5-7 Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> <li>after completing an investigation, generates alternative methods of investigation and/or further questions for inquiry.  <b>Earth in Space</b> SG: L01 (pp2-11), L21 (pp334-339)                      TG: L01 (pp3-10), L21 (pp309-310)  <b>Energy, Machines, and Motion</b> SG: L07 (pp62-71)                      TG: L07 (pp75-84)  <b>Experiments with Plants</b> TG: L03 (pp31-38)                      L09 (pp75-80), L12-14 (pp91-114)  <b>Microworlds</b> TG: L01 (pp3-8), L17 (pp87-88)  <b>Properties of Matter</b> SG: L13 (pp112-115), L15-16 (pp122-139), L23-24 (pp208-223)                      TG: L13 (pp143-152), L15-16 (pp161-178)                      L23-24 (pp275-302)</li> <li>▲ evaluates the work of others to determine evidence which scientifically supports or contradicts the results, identifying faulty reasoning or conclusions that go beyond evidence and/or are not supported by data.  <b>Catastrophic Events</b> SG: L12-13 (pp134-163), L15 (pp170-189), G: L17 (pp194-197), L25 (pp274-282)                      TG: L06.Exts (pp77-78), L12-13 (pp163-186), L15 (pp197-218)                      TG: L17 (pp233-256), L25 (pp347-372)  <b>Earth in Space</b> SG: L03 (pp22-41), L22 (pp340-343)                      TG: L03 (pp21-36), L22 (pp311-326)  <b>Energy, Machines, and Motion</b> SG: L07 (pp62-71), L10 (pp92-97), L13 (pp120-129), L15 (pp140-147)                      TG: L04 (pp37-46) L07 (pp75-84), L10 (pp107-130)                      L13 (pp157-166), L15-16 (pp177-202)  <b>Experiments with Plants</b> RB: (pp57-59) (pp62)                      TG: L09-10 (pp75-84), L13 (pp101-104)</li> </ol>	<p>The student...</p> <ol style="list-style-type: none"> <li>asks “What would happen if...?” questions to generate new ideas for investigation.</li> <li> <ol style="list-style-type: none"> <li>examines and analyzes a scientific breakthrough (such as a Hubble discovery) using multiple scientific sources.</li> <li>explains how a reasonable conclusion is supported.</li> <li>analyzes evidence and data which supports or contradicts various theories (e.g. theory of continental drift, spontaneous generation, etc...).</li> </ol> </li> </ol>

L15 (pp115-122), L13 (pp125-132)  
**Light** SG: L12-12 (pp132-141), L20 (pp224-227)  
L25-26 (pp284-297)  
TG: L12-13 (pp137-168), L25-26 (pp335-367)  
**Properties of Matter** SG: L03-4 (pp24-37), L08-9 (pp74-83)  
L13-14 (pp112-121), L17 (pp140-149), L19 (pp162-167)  
L23-24 (pp208-223), L26 (pp230-235)  
TG: L03 (pp27-38), L04 (pp39-48), L08-9 (pp91-112)  
L13-14 (pp143-160), L17 (pp179-192), L19 (pp209-226)  
L23-24 (pp275-302), L26 (pp313-332)

TEACHER NOTES:

Scientific investigations often result in new ideas and phenomena for study. These generate new investigations in the scientific community. Science advances through legitimate skepticism. Asking questions and querying other scientists' explanations is part of scientific inquiry. Scientists evaluate the proposed explanations by examining and comparing evidence, identifying faulty reasoning, and suggesting other alternatives.

Much time can be spent asking students to scrutinize evidence and explanations, but to develop critical thinking skills students must be allowed this time. Data that are carefully recorded and communicated can be reviewed and revisited frequently providing insights beyond the original investigative period. This teaching and learning strategy allows students to discuss, debate, question, explain, clarify, compare, and propose new thinking through social discourse. Students will apply this strategy to their own investigations and to scientific theories.

▲ = Grade 7 Assessed Indicator

**STANDARD 2: PHYSICAL SCIENCE**

**Grades 5-7**

**PHYSICAL SCIENCE – The student will apply process skills to develop an understanding of physical science including: properties, changes of properties of matter, motion and forces, and transfer of energy.**

**Benchmark 1: The student will observe, compare, and classify properties of matter.**

Grades 5-7 Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> <li> <p>▲ compares and classifies the states of matter; solids, liquids, gases, and plasma</p> <p><b>Catastrophic Events</b> TG: L20.Exts (p287)</p> <p><b>Properties of Matter</b> SG: L01 (pp2-13), L03 (pp24-29) L08 (pp74-77), L15-16 (pp122-139), L26 (pp230-235) TG: L03 (pp27-38), L08 (pp91-100), L15-16 (pp161-178) L26 (pp313-332)</p> </li> <li> <p>compares and contrasts the classes of matter; elements, compounds, and mixtures.</p> <p><b>Properties of Matter</b> SG: L01 (pp2-13) L11-12 (pp98-111) L14-15 (pp116-129), L17-22 (pp140-207) TG: L01 (pp3-14), L11-12 (pp125-142), L14-22 (pp153-274), L23.Exts (p284)</p> </li> <li> <p>identifies and communicates properties of matter including but not limited to, boiling point, solubility, and density.</p> <p><b>Energy, Machines, and Motion</b> SG: L02-3 (pp12-25) TG: L02-3 (pp23-36)</p> <p><b>Properties of Matter</b> SG: L01 (pp2-13) L12-13 (pp106-115), L15-23 (pp122-217) TG: L01 (pp3-14), L12-13 (pp135-152), L15-23 (pp161-294)</p> </li> </ol>	<p>The student...</p> <ol style="list-style-type: none"> <li> <p>makes a diagram/model showing the various states of water demonstrating that the molecules of a solid has definite volume and shape, the molecules of a liquid have a definite volume but an indefinite shape, the molecules of a gas have an indefinite volume and indefinite shape.</p> </li> <li> <ol style="list-style-type: none"> <li>separates sand, iron filings, and salt using a magnet and water.</li> <li>observes properties of kitchen powders (baking soda, salt, sugar, flour). Mixes in various combinations, then identifies by properties.</li> <li>given a chemical formula, uses a periodic table to identify the number and type elements in a compound.</li> </ol> </li> <li> <ol style="list-style-type: none"> <li>measures and graphs the boiling point temperatures for several different liquids.</li> <li>graphs the cooling curve of a freezing ice cream mixture.</li> <li>observes substances that dissolve (sugar) and substances that do not dissolve (sand).</li> </ol> </li> </ol>
<p><b>TEACHER NOTES:</b>            Substances have characteristic properties. Substances often are placed in categories if they react or act in similar ways. An example of a category is metals. There are more than 100 known elements that combine in a multitude of ways to produce compounds, which account for the living and non-living substances we encounter. Middle level students have the capability of understanding relationships among properties of matter. For example, they are able to understand that density is a ratio of mass to volume, boiling point is affected by atmospheric pressure, and solubility is dependent on pressure and temperature.</p> <p>These relationships are developed by concrete activities that involve hands-on manipulation of apparatus, making quantitative measurements, and interpreting data using graphs. It is important to connect characteristics of matter to common experiences so that concepts can be reconstructed. Some relevant questions are “What happens in a pressure cooker?” “Why does adding oil to boiling rice and pasta keep it from boiling over?” “What is in antifreeze and how does it keep your radiator from freezing?” “Why do bridges have metal expansion joints?” ▲ = Grade 7 Assessed Indicator</p>	

**STANDARD 2: PHYSICAL SCIENCE**

**Grades 5-7**

**PHYSICAL SCIENCE – The student will apply process skills to develop an understanding of physical science including: properties, changes of properties of matter, motion and forces, and transfer of energy.**

**Benchmark 2: The student will observe, measure, infer, and classify changes in properties of matter.**

Grades 5-7 Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> <li>▲ understands the relationship of atoms to elements and elements to compounds.  <b>Light</b> TG: L10.Exts (p124)  <b>Properties of Matter</b> SG: L20-22 (pp170-207)                      TG: L20 (pp227-240), L21 -22(pp241-274), L23.Exts (p284)</li> <li>▲ measures and graphs the effects of temperature on matter.  <b>Catastrophic Events</b> SG: L03-5 (pp26-67), L20 -22(pp224-251)                      TG: L03-5 (pp27-68), L20-22 (pp279-316)  <b>Energy, Machines, and Motion</b> SG: L05 (pp36-47)                      L09 (pp82-91)                      TG: L05-6 (pp47-74), L08-9 (pp85-106), L13 (pp157-166)                      L15 (pp177-184)  <b>Light</b> SG: L01 (pp2-19), L04-5 (pp40-57), L07 (pp68-81)                      L10-13 (pp108-141), L17-21 (pp186-243), L24-26 (pp266-297)                      TG: L01 (pp3-20), L04-5 (pp49-72), L07 (pp83-98), L09.Exts (p115), L10-13 (pp119-168), L18-21 (pp225-304), L24-26 (pp319-367)  <b>Properties of Matter</b> SG: L05-8 (pp38-77), L10 (pp86-97)                      L13 (pp112-115), L18 (pp150-161), L24-25 (pp218-229)                      TG: L02.Exts (p21) L05-8 (pp49-100), L10 (pp113-124)                      L11.Exts (p132), L13 (pp143-152), L18 (pp193-208)                      L22.Exts (p270), L24 (pp295-302), L25 (pp303-312)</li> </ol>	<p>The student...</p> <ol style="list-style-type: none"> <li>draws a diagram to show how different compounds are composed of elements in various combinations.</li> <li>changes water from solid to liquid to gas using heat. Measures and graphs temperature changes. Observes changes in volume occupied.</li> </ol>
<p><b>TEACHER NOTES:</b>                      Substances react chemically in characteristic ways with other substances to form new substances (compounds) with different characteristic properties. Middle level students have the capability of inferring characteristics that are not directly observable and stating their reasons for their inferences. Students need opportunities to form relationships between what they can see and their inferences of characteristics of matter.</p> <p>We cannot always see the products of chemical reactions, so the teacher can provide opportunities for students to measure reactants and products to build the concept of conservation of mass. "Is mass lost when baking soda (solid) and vinegar (liquid) react to produce a gas?" "How could we design an experiment which would (safely) contain the reaction in a closed container in order to measure the materials before and after the reaction?" Students need to engage in activities that lead to these understandings.</p> <p>▲ = Grade 7 Assessed Indicator</p>	

**STANDARD 2: PHYSICAL SCIENCE**

**Grades 5-7**

**PHYSICAL SCIENCE – The student will apply process skills to develop an understanding of physical science including: properties, changes of properties of matter, motion and forces, and transfer of energy.**

**Benchmark 3: The student will investigate motion and forces.**

Grades 5-7 Indicators	Instructional Examples
<p>The student...</p> <p>1. identifies the forces that act on an object (e.g., gravity and friction)</p> <p><b>Catastrophic Events</b> SG: L11 (pp120-133), L12 (pp134-153) L15 (pp170-189)            TG: L11 (pp149-162) L12 (pp163-176), L15 (pp197-218)  <b>Earth in Space</b> SG: L15 (pp216-243),            TG: L15 (pp221-244)  <b>Energy, Machines, and Motion</b> SG: L01 (pp2-11) L05-13 (pp36-129), L15-22 (pp140-236)            TG: L01 (pp3-22), L05-13 (pp47-166), L15-22 (pp177-254)</p> <p>2. ▲ describes, measures, and represents data on a graph showing the motion of an object (position, direction of motion, speed).</p> <p><b>Energy, Machines, and Motion</b> SG: L05-6 (pp36-61) L09 (pp82-91), L18-19 (pp174-199), L21 (pp214-225)            TG: L01.Exts (p14), L05-6 (pp47-74), L08 (pp85-98) L09 (pp99-106), L13 (pp157-166), L15 (pp177-184) L18-19 (pp217-234.8), L21 (pp239-246)  <b>Light</b> SG: L01 (pp2-19), L04-5 (pp40-57), L07 (pp68-81) L10-13 (pp108-141), L17-21 (pp186-243), L24-26 (pp266-297),            TG: L01 (pp3-20), L04-5 (pp49-72), L07 (pp83-98) L09.Exts (p115), L10-13 (pp119-168), L18-21 (pp225-304) L24-26 (pp319-367)  <b>Properties of Matter</b> SG: L10 (pp86-97), L24 (pp218-223)            TG: L02.Exts (p21), L10 (pp113-124), L22.Exts (p270) L24 (pp295-302)</p>	<p>The student...</p> <p>1. a. explores the variables of (wheel and ramp) surfaces that would allow a powered car to overcome the forces of gravity and friction to climb an inclined plane.</p> <p>b. investigate the forces acting on an airplane (thrust, drag, lift, and gravity).</p> <p>2. a. follows the path of a toy car down a ramp that is first covered with tile and then with sandpaper.</p> <p>b. traces the force, direction, and speed of a baseball, from leaving the pitcher’s hand and returning back to the pitcher through one of many possible paths.</p> <p>c. rolls a marble down a ramp. Makes adjustments to the board or to the marble’s position in order to hit a target located on the floor. Measures and graphs the results.</p>

<p>3. ▲ recognizes and describes examples of Newton’s Laws of Motion.  <b>Catastrophic Events</b> SG: L12 (pp134-153)  TG: L12 (pp163-176)  <b>Energy, Machines, and Motion</b> SG: L19 (pp188-199)  L21 (pp214-225)  TG: L18.Exts (p224)  <b>Light</b> TG: L02 (pp21-36)</p>	<p>3 a. places a small object on a rolling toy vehicle, stops the vehicle abruptly, and observes the motion of the small object. Relates to personal experience - stopping rapidly in a car.</p> <p>b. with a ping pong ball and 2 straws, investigates the effects of the force of air through two straws on the ping-pong ball with the straws at the same side of the ball, on opposite sides, and at other angles. Illustrates results with vectors (force arrows).</p> <p>a. researches safety equipment, such as seat belts and safety helmets, and the role they play related to inertia.</p>
<p>4. ▲ investigates and explains how simple machines multiply force at the expense of distance.  <b>Energy, Machines, and Motion</b> SG: L01 (pp2-11), L08 (pp72-81), L11-16 (pp100-161), L22 (pp226-236)  TG: L01 (pp3-22) L08 (pp85-98), L11-17 (pp131-216)  L21.Exts (p245), L22 (pp247-254)</p>	<p>4 a. investigates the load (force) that can be moved as the number of pulleys in a system is increased.</p> <p>b. investigates how bicycle gears work.</p>
<p>TEACHER NOTES:</p> <p>All matter is subjected to forces that affect its position and motion. Relating motions to direction, amount of force, and/or speed allows students to graphically represent data for making comparisons. A moving object that is not being subjected to a force will continue to move in a straight line at a constant speed. The principle of inertia helps to explain many events such as sports actions, household accidents, and space walks. If more than one force acts upon an object moving along a straight line, the forces may reinforce each other or cancel each other out, depending on their direction and magnitude.</p> <p>Students experience forces and motions in their daily lives when kicking balls, riding in a car, and walking on ice. Teachers should provide hands-on opportunities for students to experience these physical principles. The forces acting on natural and human-made structures can be analyzed using - computer simulations, physical models, and games such as pool, soccer, bowling, and marbles.</p> <p><i>Weight</i> – The response of mass to the pull of gravity. Weight is a measure of force. Note: Weight is often confused with mass. Mass is the amount matter (stuff) an object has and is not dependent on the object’s location. Weight is a measure of force and is not constant because the pull of gravity on an object’s mass varies with location. An object would weight less on Earth than on Jupiter because Jupiter has greater mass than Earth; Jupiter’s mass would have a greater gravitational attraction for the object.</p> <p>▲ = Grade 7 Assessed Indicator</p>	

**STANDARD 2: PHYSICAL SCIENCE**

**Grades 5-7**

**PHYSICAL SCIENCE – The student will apply process skills to develop an understanding of physical science including: properties, changes of properties of matter, motion and forces, and transfer of energy.**

**Benchmark 4: The student will understand and demonstrate the transfer of energy.**

Grades 5-7 Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> <li>1. understands the difference between potential and kinetic energy.  <b>Energy, Machines, and Motion</b> SG: L02-4 (pp12-35) L09-10 (pp82-97), L20-21 (pp200-225)                      TG: L01-4 (pp3-46), L09 (pp99-106), L20-21 (pp235-246)  <b>Light</b> TG: L02 (pp21-36)</li> <li>2. ▲ understands that when work is done energy transforms from one form to another, including mechanical, heat, light, sound, electrical, chemical, and nuclear energy, yet is conserved.  <b>Energy, Machines, and Motion</b> SG: L02-4 (pp12-35) L10 (pp92-97), L17 (pp164-173), L19-20 (pp188-213) L22 (pp226-236)                      TG: L02-4 (pp23-46), L09 (pp99-106), L10 (pp107-130) L17 (pp203-216), L19-22 (pp229-24)  <b>Light</b> SG: L02 (pp20-31), L07 (pp68-81), L26 (pp294-297)                      TG: L02 (pp21-36), L26 (pp349-367)</li> <li>3. ▲ observes and communicates how light (electromagnetic) energy interacts with matter: transmitted, reflected, refracted, and absorbed.  <b>Light</b> SG: L01 (pp2-19), L03 (pp32-39), L05-6 (pp48-67) L08-11 (pp82-131), L14-20 (pp144-227), L24 (pp266-283) L26 (pp294-297)                      TG: L01 (pp3-20), L03 (pp37-48), L05-6 (pp59-82) L08-9 (pp99-118), L14-20 (pp169-294), L26 (pp349-367)</li> <li>4. ▲ understands that heat energy can be transferred from hot to cold by radiation, convection, and conduction.  <b>Catastrophic Events</b> SG: L03-4 (pp26-53)                      TG: L03-4 (pp27-56)</li> </ol>	<p>The student...</p> <ol style="list-style-type: none"> <li>1. uses a pendulum to compare kinetic energy (speed) with potential energy (height).</li> <li>2. a. sequences the transmission of energy through various real-life systems.                       b. designs an energy-transfer device using various forms of energy that will accomplish a simple task, such as popping a balloon.                       c. draws a chart of energy flow through a telephone from the caller's voice to the listener's ear.</li> <li>3. classifies classroom objects as to how they interact with light: a window transmits; black paper absorbs; a pencil appears to bend when placed in water demonstrating refraction; a mirror reflects.</li> <li>4. adds colored warm water to cool water. Observes convection. Measures and graphs temperature over time.</li> </ol>

**STANDARD 3: LIFE SCIENCE**

**Grades 5-7**

**LIFE SCIENCE – The student will apply process skills to explore and understand structure and function in living systems, reproduction and heredity, regulation and behavior, populations and ecosystems, and diversity and adaptations of organisms.**

**Benchmark 1: The student will model structures of organisms and relate functions to the structures.**

Grades 5-7 Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> <li>▲ will understand the cell theory; that all organisms are composed of one or more cells, cells are the basic unit of life, and that cells come from other cells.</li> <li>▲ relates the structure of cells, organs, tissues, organ systems, and whole organisms to their functions</li> <li>compares organisms composed of single cells with organisms that are multi-cellular.  <b>Organisms – From Macro to Micro</b> SG: L11 (pp132-145)                      TG: L11 (pp185-200), L12.Exts (p207)   <b>Microworlds</b> RB: (pp28-30)                      TG: L12.Exts (pp69-70), L13.Exts (p74), L15-16 (pp79-86)</li> <li>concludes that breakdowns in structure or function may be caused by disease, damage, heredity, or aging.  <b>Experiments with Plants</b> RB: (pp54-56), (pp62)  <b>Microworlds</b> RB: (pp46-47), (pp52-57)                      TG: L09.Exts (p453), L14.Exts (p78)  <b>Organisms – From Macro to Micro</b> SG: L15 (pp180-187)                      TG: L03.Exts (p41), L07.Exts (pp118-119)                      L11.Exts (pp192-193), L15 (pp253-266)</li> </ol>	<p>The student...</p> <ol style="list-style-type: none"> <li>will observe plant and animal cells using a microscope.</li> <li>creates and compares two models: the major parts and their functions of a single-cell organism and the major parts and their functions of a multi-cellular organism, e.g. amoeba and hydra.</li> <li> <ol style="list-style-type: none"> <li>identifies human body organs and characteristics. Then relates their characteristics to function.</li> <li>maps human body systems, researches their functions and shows how each supports the health of the human body.</li> <li>relates an organism’s structure to how it works.</li> <li>compare and contrast plant and animal cells.</li> </ol> </li> <li>compares lung capacity of smokers with that of non-smokers and graphs the results.</li> </ol>
<p><b>TEACHER NOTES:</b>                      The cell theory states that organisms are made of cells, cells are the basic unit of life, and cells come from other cells. Living things at all levels of organization demonstrate the complimentary nature of structure and function. Disease is a breakdown in structure or function of an organism. It is useful for middle level students to think of life as being organized from simple to complex, such as a complex organ system includes simpler structures. Understanding the structure and function of a cell can help explain what is happening in more complex systems. Students must also understand how parts relate to the whole, such as each structure is distinct and has a set of functions that serves the whole.                      Teachers can help students understand this organization of life by comparing and contrasting the levels of organization in both plants and animals. Teachers reinforce understanding of the cellular nature of life by providing opportunities to observe live cultures, such as pond water, creating models of cells, and using the Internet to observe and describe electron micrographs. Early adolescence is an ideal time to investigate the human body systems as an example of relating structure and function of parts to the whole.                      ▲ = Grade 7 Assessed Indicator</p>	

**STANDARD 3: LIFE SCIENCE**

**Grades 5-7**

**LIFE SCIENCE – The student will apply process skills to explore and understand structure and function in living systems, reproduction and heredity, regulation and behavior, populations and ecosystems, and diversity and adaptations of organisms.**

**Benchmark 2: The student will understand the role of reproduction and heredity for all living things.**

Grades 5-7 Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> <li> <p>▲ differentiates between asexual and sexual reproduction of organisms. .</p> <p><b>Microworlds</b> TG: L13 (pp71-74)  <b>Organisms – From Macro to Micro</b> SG: L03 (pp28-37) L09 (pp106-119), L12 (pp146-155), L14 (pp172-179) L17-18 (pp194-215)                      TG: L03 (pp33-48), L09 (pp151-166), L12 (pp201-218) L14 (pp237-252), L17 (pp281-292)</p> </li> <li> <p>understands how hereditary information of each cell is passed from one generation to the next</p> <p><b>Experiments with Plants</b> RB: (pp36-40), (pp44-46) (pp54-56), (p62)  <b>Organisms – From Macro to Micro</b> SG: L18-19 (pp204-235) TG: L02.Exts (p25), L18-19 (pp293-330)</p> </li> <li> <p>infers that the characteristics of an organism result from heredity and interactions with the environment</p> <p><b>Experiments with Plants</b> RB: (pp36-40), (pp44-46)  <b>Organisms – From Macro to Micro</b> SG: L18-19 (pp204-235) TG: L02.Exts (p25), L18-19 (pp293-330)</p> </li> </ol>	<p>The student...</p> <ol style="list-style-type: none"> <li> <p>a. compares the regeneration of a planarian to the reproduction of an earthworm.</p> <p>b. compares the propagation of new plants from cuttings, which skips a portion of the life cycle, with the process of producing a new plant from fertilization of an ovum.</p> <p>c. observes and communicates the life cycle of an organism.</p> </li> <li> <p>a. in a cooperative setting, traces parent characteristics with those of an offspring using Punnett squares.</p> <p>b. uses coin tossing to predict the probability of traits being passed on.</p> </li> <li> <p>chooses an organism. Researches its characteristics. Infers if these characteristics result from heredity, environment, or both.</p> </li> </ol>
<p><b>TEACHER NOTES:</b>                      Reproduction is an activity of all living systems to ensure the continuation of every species. Organisms reproduce sexually and/or asexually. Every organism requires a set of instructions for specifying its traits. Heredity is the passage of these instructions from one generation to another. Students need to clarify misconceptions about reproduction, specifically about the role of the sperm and egg, and the sexual reproduction of flowering plants. In learning about heredity, younger middle level students will focus on observable traits, and older students will gain understanding that genetic material carries coded information. Teachers should provide opportunities for students to observe a variety of organisms and their sexual and asexual methods of reproduction by culturing bacteria, yeast cells, paramecia, hydra, mealworms, guppies, or frogs. Tracing the origin of students' own development back to sperm and egg reinforces how an organism develops from a combination of male and female sex cells. Discussions with students about traits they possess from their father and mother lead to understanding of how an organism receives genetic information from both parents and how new combinations result in the students' unique characteristics.                      ▲ = Grade 7 Assessed Indicator</p>	

**STANDARD 3: LIFE SCIENCE**

**Grades 5-7**

**LIFE SCIENCE – The student will apply process skills to explore and understand structure and function in living systems, reproduction and heredity, regulation and behavior, populations and ecosystems, and diversity and adaptations of organisms.**

**Benchmark 3: The student will describe homeostasis, the regulation and balance of internal conditions in response to a changing external environment. .**

Grades 5-7 Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> <li> <p><b>▲</b> understands that internal and/or environmental conditions affect an organism’s behavior and/or response in order to maintain and regulate stable internal conditions to survive in a continually changing environment.  <b>Organisms – From Macro to Micro</b> SG: L17 (pp194-203)                      TG: L17 (pp281-292)</p> </li> <li> <p>recognizes that the survival of all organisms requires the ingestion of materials, the intake and release of energy, growth, release of wastes and responses to environmental change.  <b>Earth in Space</b> TG: L10.Exts (p152)  <b>Ecosystems</b> RB: (pp11-13), (pp49-51), TG: L01-2 (pp3-24)  <b>Experiments with Plants</b> RB: (pp11-13)  <b>Organisms – From Macro to Micro</b> SG: L08 (pp96-105)                      L13-14 (pp158-179), TG: L04.Exts (pp53-54), L05.Exts (pp69-70), L13-14 (pp219-252)  <b>Properties of Matter</b> SG: L04 (pp30-37)</p> </li> </ol>	<p>The student...</p> <ol style="list-style-type: none"> <li> <ol style="list-style-type: none"> <li>selects a variable to alter the environment (e.g., temperature, light, moisture, gravity) and observes the effects on an organism (e.g., pill bug or earthworm). Thinks of his/her own behaviors and determines environmental conditions that affect behavior.</li> <li>observes the response of the body when competing in a running event. (In order to maintain body temperature, various systems begin cooling through such processes as sweating and cooling the blood at the surface of the skin).</li> <li>investigates the effects of various stimuli on plants and how they adapt their growth: phototropism, geotropism, and thermotropism are examples.</li> </ol> </li> </ol>
<p>TEACHER NOTES:</p> <p>All organisms perform similar processes to maintain life. They take in food and gases, eliminate wastes, grow and progress through their life cycle, reproduce, and maintain stable internal conditions while living in a constantly changing environment. An organism’s behavior changes as its environment changes. Students need opportunities to investigate a variety of organisms to realize that all living things have similar fundamental needs. After observing an organism’s way of moving, obtaining food, and responding to danger, students can alter the environment and observe the effects on the organism.</p> <p>This is an appropriate time to study the human nervous and endocrine systems. Students can compare and contrast how messages are sent through the body and how the body responds. An example is how fright causes changes within the body, preparing it for fighting or fleeing.</p> <p>▲ = Grade 7 Assessed Indicator</p>	

**STANDARD 3: LIFE SCIENCE**

**Grades 5-7**

**LIFE SCIENCE – The student will apply process skills to explore and understand structure and function in living systems, reproduction and heredity, regulation and behavior, populations and ecosystems, and diversity and adaptations of organisms.**

**Benchmark 4: The student will identify and relate interactions of populations of organisms within an ecosystem.**

Grades 5-7 Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> <li>1. ▲ recognizes that all populations living together (biotic resources) and the physical factors (abiotic resources) with which they interact compose an ecosystem. <b>Organisms – From Macro to Micro</b> SG: L12-13 (pp146-171) TG: L12-13 (pp201-236)</li> <li>2. understands how limiting factors determine the carrying capacity of an ecosystem. <b>Organisms – From Macro to Micro</b> SG: L06 (pp64-81) TG: L01.Exts (p12), L05.Exts (pp69-70), L10.Exts (pp175-176)</li> <li>3. ▲ traces the energy flow from the sun (source of radiant energy) to producers (via photosynthesis – chemical energy) to consumers and decomposers in food webs. <b>Ecosystems</b> RB: (pp14-19) TG: L03-4 (pp25-52), L07 (pp75-82), L12 (pp117-124)</li> </ol>	<p>The student...</p> <ol style="list-style-type: none"> <li>1               <ol style="list-style-type: none"> <li>a. creates a classroom terrarium and identifies the interactions between the populations and physical conditions needed for survival.</li> <li>b. participates in a field study examining the living and non-living parts of a community.</li> </ol> </li> <li>2 changes variables such as wheat crop yield, mice, or a predator, and chart the possible outcomes. (For example, how would a low population of mice affect the population of the predator over time)?</li> <li>3               <ol style="list-style-type: none"> <li>a. explores populations at a stream, pond, field, forest floor, and/or rotting log. Identifies the various food webs and observes that organisms in a system are classified by their function.</li> <li>b. role-plays the interactions and energy flow of organisms in a food web e.g. Passes a ball of string among a circle of students who represent parts of a food web (green plants, the sun, insects, etc...). (The string connecting students represents the relationships among food web components, resulting in a web-like model).</li> <li>c. investigates the importance of photosynthesis to all life.</li> </ol> </li> </ol>
<p><b>TEACHER NOTES:</b> A population consists of all individuals of a species that occur together at a given time and place. All populations living together and the physical factors with which they interact compose an ecosystem. Populations can be categorized by the functions they serve in an ecosystem: producers (make their own food), consumers (obtain food by eating other organisms), and decomposers (use waste materials). The major source of energy for ecosystems is sunlight. This energy enters the ecosystem as sunlight and is transformed by producers into food (chemical) energy which then passes from organism to organism, which we observe as food webs. The resources of an ecosystem, biotic and abiotic, determine the number of organisms within a population that can be supported.</p> <p>Middle level students understand populations and ecosystems best when they have an opportunity to explore them actively. Taking students to a pond or a field, or even having them observe life under a rotting log, allows them to identify and observe interactions between populations and identify the physical conditions needed for their survival. A classroom terrarium, aquarium, or river tank can serve as an excellent model for observing ecosystems and changes and interactions that occur over time between populations of organisms and changes in physical conditions. Constructing their own food webs, given a set of organisms, helps students to see multiple relationships more clearly. ▲ = Grade 7 Assessed Indicator</p>	

**STANDARD 3: LIFE SCIENCE**

**Grades 5-7**

**LIFE SCIENCE – The student will apply process skills to explore and understand structure and function in living systems, reproduction and heredity, regulation and behavior, populations and ecosystems, and diversity and adaptations of organisms.**

**Benchmark 5: The student will observe the diversity of living things and relate their adaptations to their survival or extinction.**

Grades 5-7 Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> <li>concludes that species of animals, plants, and microorganisms may look dissimilar on the outside but have similarities in internal structures, developmental characteristics, chemical processes, and genomes.  <b>Microworlds</b> RB: (pp37-43), (pp46-47), TG: L13.Exts (p74) <b>Organisms – From Macro to Micro</b> SG: L01 (pp2-11) L03 (pp28-37), L11 (pp132-145), L14 (pp172-179) TG: L01 (pp3-14), L02.Exts (p25), L03 (pp33-48) L11 (pp185-200), L14 (pp237-252)</li> <li>▲ understands that adaptations of organisms (changes in structure, function, or behavior that accumulate over successive generations) contribute to biological diversity. <b>Experiments with Plants</b> RB: (pp30-33), (pp44-46), (pp57-59) <b>Organisms – From Macro to Micro</b> SG: L02 (pp12-27) L04 (pp38-45), L13 (pp158-171), TG: L13 (pp219-236)</li> <li>▲ associates extinction of a species with environmental changes and insufficient adaptive characteristics. <b>Ecosystems</b> RB: (pp20-23)</li> </ol>	<p>The student...</p> <ol style="list-style-type: none"> <li> <ol style="list-style-type: none"> <li>researches numerous organisms and creates a classification system based on observations of similarities and differences.</li> <li>uses a field guide and/or dichotomous key to identify an organism.</li> <li>explores various ways animals take in oxygen and give off carbon dioxide.</li> </ol> </li> <li>compares characteristics of birds such as beaks, wings, and feet, with how a bird behaves in its environment. Then works in a cooperative group to design different parts of an imaginary bird. Relates characteristics and behaviors of that bird with its structures.</li> <li>uses various objects to model bird beaks, such as spoons, toothpicks, clothespins. Uses “beaks” to “eat” several types of food, such as cereal, raisins, noodles. (When “food” sources change, those species that have not adapted die).</li> </ol>
<p><b>TEACHER NOTES:</b> Millions of species of animals, plants and microorganisms are alive today. Animals and plants vary in body plans and internal structures. The theory of biological evolution explains how gradual changes of characteristics of organisms over many generations have resulted in variations among populations and species. Therefore, a structural characteristic, process, or behavior that helps an organism survive in its environment is called an adaptation. When the environment changes and the adaptive characteristics are insufficient, the species becomes extinct.</p> <p>As they investigate different types of organisms, teachers guide students toward thinking about similarities and differences. Students can compare similarities between organisms in different parts of the world, such as tigers in Asia and mountain lions in North America to explore the concept of common ancestry. Instruction needs to be designed to uncover and correct misconceptions about natural selection. Students tend to think of all individuals in a population responding to change quickly rather than over a long period of time. Using examples such as Darwin’s finches help develop understanding of natural selection over time. Providing students with fossil evidence and allowing them time to construct their own explanations is important in developing middle level students’ understanding of extinction as a natural process that has affected earth’s species over time.</p>	

**STANDARD 4: EARTH and SPACE SCIENCE**

**Grades 5-7**

**EARTH and SPACE SCIENCE – The student will apply process skills to explore and develop an understanding of the structure of the earth system, earth’s history, and earth in the solar system.**

**Benchmark 1: The student will understand that the structure of the earth system is continuously changing due to earth's physical and chemical processes.**

Grades 5-7 Indicators	Instructional Examples
<p>The student...</p> <p>1. ▲ identifies properties of the solid earth, the oceans and fresh water, and the atmosphere.</p> <p><b>Catastrophic Events</b> SG: L01-5 (pp2-67), L10 (pp114-119) L14-16 (pp164-193)                      TG: L01-5 (pp3-68), L06.Exts (pp77-78) L10 (pp143-148) L14-16 (pp187-232)  <b>Earth in Space</b> SG: L17 (pp268-289)                      TG: L17 (pp269-276)  <b>Properties of Matter</b> TG: L05.Exts (p56)</p> <p>2. ▲ models earth’s cycles, constructive and destructive processes, and weather systems.</p> <p><b>Catastrophic Events</b> SG: L01-25 (pp2-282)                      TG: L01-25 (pp3-372)  <b>Earth in Space</b> SG: L08 (pp102-121),L16 (pp244-265)                      TG: L08 (pp97-120), L16 (pp245-268)</p>	<p>The student...</p> <p>1 a. classifies rocks, minerals, and soil by properties.                      b. creates a concept map of earth materials using links to show connections, such as water causing erosion of solid rock, wind evaporating water, etc...                      c. investigates water's major role in changing the solid surface of earth, such as the effect of oceans on climates and water as an erosion force.                      d. maps major climate zones and relates to ocean currents.                      e. compares heating and cooling over land and water.                      f. compares the densities of salt and fresh water.</p> <p>2 a. creates rock cycle and water cycle dioramas.                      b. illustrates global ocean and wind currents.                      c. constructs models of rock types using food. Peanut brittle without the peanuts can illustrate a molten material crystallizing to form a solid substance similar to an igneous rock.                      d. observes the effects of mechanical and chemical weathering on various rock types.                      b. investigates local examples of weathering, erosion, and deposition.</p>
<p><b>TEACHER NOTES:</b>                      Earth has four major interacting systems: the geosphere, the atmosphere, the hydrosphere, and the biosphere. Earth (geosphere) material is constantly being reworked and changed. Physical forces, chemical reactions, heat, energy, and biological processes power the rock cycle and the water cycle. The outermost layer of the-earth is the lithosphere. Under the lithosphere is a hot, convecting mantle and a dense, metal-rich core. Massive lithospheric plates containing continents and oceans move slowly in response to movement in the mantle. These plate motions also result in earthquakes, volcanoes, and mountain building. Constructive and destructive forces change earth’s landforms. Constructive forces include crustal formation by plate movement, volcanic eruptions, earthquakes, and deposition of sediments. Destructive forces include weathering, erosion, and glacial action.</p> <p>Students learn about the major earth systems and their relationships through direct and indirect evidence. First-hand observations of weather, rocks, soil, oceans, and gases lead students to make inferences about some of those major systems. Indirect evidence is used when determining the composition and movement in earth’s mantle and core.</p> <p>▲ = Grade 7 Assessed Indicator</p>	

**STANDARD 4: EARTH and SPACE SCIENCE**

**Grades 5-7**

**EARTH and SPACE SCIENCE – The student will apply process skills to explore and develop an understanding of the structure of the earth system, earth’s history, and earth in the solar system.**

**Benchmark 2: The student will understand past and present earth processes and their similarity.**

Grades 5-7 Indicators	Instructional Examples
<p>The student...</p> <p>1. ▲ understands that earth processes observed today (including movement of lithospheric plates and changes in atmospheric conditions) are similar to those that occurred in the past; earth history is also influenced by occasional catastrophes, such as the impact of a comet or asteroid.  <b>Catastrophic Events</b> SG: L10 (pp114-119)                      TG: L10 (pp143-148)  <b>Properties of Matter</b> SG: L01 (pp2-13)</p>	<p>The student...</p> <p>1 a. makes models which show how erosion and deposition has changed Earth’s surface over time.                       b. investigate how the Grand Canyon was formed and continues to change.</p>
<p><b>TEACHER NOTES:</b></p> <p>The constructive and destructive forces we see today are similar to those that occurred in the past. Earth’s history is written in the layers of the rocks, and clues in the rocks can be used to piece together a story and picture. Geologic processes that form rocks and mountains today are similar to processes that formed rocks and mountains over a long period of time in the distant past.</p> <p>Teachers can provide opportunities for students to observe and research evidence of changes that can be found in earth’s crust. Sedimentary rocks, such as limestone, sandstone, and shale show deposition of sediments over time. Volcanic flows of ancient volcanoes and earthquake damage can show us what to expect from modern day catastrophes. Glacial deposits show past ice ages and global warming and cooling. Some fossil beds enable the matching of rocks from different continents, and other fossil beds show how organisms developed over a long period of time. Students will need to apply knowledge of earth’s past to make decisions relative to earth’s future.</p> <p>▲ = Grade 7 Assessed Indicator</p>	

**STANDARD 4: EARTH and SPACE SCIENCE**

**Grades 5-7**

**EARTH and SPACE SCIENCE – The student will apply process skills to explore and develop an understanding of the structure of the earth system, earth’s history, and earth in the solar system.**

**Benchmark 3: The student will identify and classify stars, planets, and other solar system components.**

Grades 5-7 Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> <li> <p><b>▲</b> compares and contrasts the characteristics of stars, planets, moons, comets, and asteroids.  <b>Energy, Machines, and Motion</b> TG: L05.Exts (pp53-54)  <b>Earth in Space</b> SG: L10-19 (pp130-323)                      TG: L01.Exts (p10), L04 (pp37-52), L10-17 (pp147-276)                      L19 (pp287-292)</p> </li> <li> <p>models spatial relationships of the earth/moon/planets/sun system to scale.   <b>Earth in Space</b> SG: L02-3 (pp12-41), L06 (pp74-87)                      TG: L02-3 (pp11-36), L06 (pp73-82)</p> </li> <li> <p>identifies past and present methods used to explore space..  <b>Catastrophic Events</b> SG: L02 (pp12-25), TG: L02 (pp17-26)  <b>Earth in Space</b> SG: L08-10 (pp102-145),L13-117 (pp174-289)                      TG: L05.Exts (p64), L07.Exts (pp92-93),                      L08-10 (pp97-158), L13-17 (pp197-276)  <b>Energy, Machines, and Motion</b> SG: L19 (pp188-199)  <b>Light</b> SG: L09 (pp92-107), L16 (pp166-185), L22 (pp244-251)                      TG: L22.Exts (pp310-311)</p> </li> </ol>	<p>The student...</p> <ol style="list-style-type: none"> <li> <ol style="list-style-type: none"> <li>identifies the sun as a star and compares its characteristics to those of other stars.</li> <li>classifies bright stars visible from earth by color, temperature, age, apparent brightness, and distance from earth.</li> <li>creates a graphic organizer to visualize comparisons of planets.</li> <li>identifies and classifies characteristics of asteroids and comets.</li> </ol> </li> <li> <p>models the solar system to scale in a long hallway or school yard using rocks for rocky planets and balloons for gaseous planets. Designates a large object as the sun. Models the earth/moon/sun system to scale with the question: If earth were the size of a tennis ball, how big would the moon be? How big would the sun be? How far apart would they be?</p> </li> <li> <p>researches ancient observations and explanations of the heavens and compares with today’s knowledge and methods such as, how we learn about phenomena/objects we can’t observe directly. Ex. Spectral analysis to determine the chemistry of stars.</p> </li> </ol>
<p><b>TEACHER NOTES:</b>                      The solar system consists of the sun, which is an average-sized star in the middle of its life cycle, and the nine planets and their moons, asteroids, and comets, which travel in elliptical orbits around the sun. The sun, the central and largest body in the system, radiates energy outward. Earth is the third of nine planets in the system, and has one moon. Other stars in our galaxy are visible from earth, as are distant galaxies, but are so distant they appear as pinpoints of light. Scientists have discovered much about the composition and size of stars, and how they move in space. Space and the solar system are of high interest to middle level students. Teachers can help students take advantage of the many print and on-line resources, as well as by becoming amateur sky-watchers.</p> <p>▲ = Grade 7 Assessed Indicator</p>	

**STANDARD 4: EARTH and SPACE SCIENCE**

**Grades 5-7**

**EARTH and SPACE SCIENCE – The student will apply process skills to explore and develop an understanding of the structure of the earth system, earth’s history, and earth in the solar system.**

**Benchmark 4: The student will model motions and identify forces that explain earth phenomena.**

Grades 5-7 Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> <li>▲ demonstrates and models object/space/time relationships that explain phenomena such as the day, the month, the year, seasons, phases of the moon, eclipses and tides.  <b>Catastrophic Events</b> SG: L03 (pp26-41),L07 (pp80-95)                      TG: L01.Exts (pp10-11), L03 (pp27-44), L07 (pp83-102)  <b>Earth in Space</b> SG: L02-8 (pp12-121), L16 (pp245-268)                      TG: L02-8 (pp12-121), L16 (pp245-268)  <b>Light</b> - SG: L05 (pp48-57), TG: L05 (pp59-72)  <b>Organisms – From Macro to Micro</b>                      TG: L10.Exts (pp175-176)</li> <li>describes how the angle of incidence of solar energy striking earth’s surface affects the amount of heat energy absorbed at earth’s surface.</li> </ol>	<p>The student...</p> <ol style="list-style-type: none"> <li> <ol style="list-style-type: none"> <li>uses an earth/moon/sun model to demonstrate a day, a month, a year, and the seasons.</li> <li>models the relative positions of the sun, earth, and moon to create eclipses, phases of the moon, and tides.</li> </ol> </li> <li>places a piece of graph paper on the surface of a globe at the equator. Holds a flashlight 10 cm. from the paper perpendicular to the globe. Marks the lighted area of the paper. Then, places the graph paper at high latitude. Again holds the flashlight perpendicular to the paper 10 cm from the paper. Compares the areas lit at the equator and at the high latitude, with the same amount of light energy. Identifies where each lighted square of paper receive the most energy?</li> </ol>
<p><b>TEACHER NOTES:</b></p> <p>There are many motions and forces that affect earth. Most objects in the solar system have regular motions, which can be tracked, measured, analyzed, and predicted. These motions can explain such phenomena as the day, year, seasons, tides, phases of the moon, and eclipses of the sun and moon. The force that governs the motions within the solar system, keeps the planets in orbit around the sun, and the moon in orbit around the earth is gravity. Phenomena on earth’s surface, such as winds, ocean currents, the water cycle, and the growth of plants, receive their energy from the sun.</p> <p>Misconceptions abound among middle level students about concepts such as the cause of the seasons and the reasons for the phases of the moon. Hands-on activities, role-playing, models, and computer simulations are helpful for understanding the relative motion of the planets and moons. Many ideas are misconceptions which could be considered in a series of “what if” questions: What if the sun’s energy did not cause cloud formation and other parts of the water cycle? What if the earth rotated once a month? What if the earth’s axis were not tilted?</p> <p>▲ = Grade 7 Assessed Indicator</p>	

**STANDARD 5: SCIENCE AND TECHNOLOGY**

**Grades 5-7**

**SCIENCE AND TECHNOLOGY – The student will demonstrate abilities of technological design and understandings about science and technology.**

**Benchmark 1: The student will demonstrate abilities of technological design.**

Grades 5-7 Indicators	Instructional Examples
<p>The student...</p> <p>1. identifies appropriate problems for technological design, designs a solution or product, implements the proposed design, evaluates the product, and communicates the process of technological design.</p> <p><b>Catastrophic Events</b> SG: L11 (pp120-133) TG: L06.Exts (pp77-78), L11 (pp149-162) <b>Earth in Space</b> SG: L20-21 (pp324-339) TG: L20-21 (pp293-310) <b>Energy, Machines, and Motion</b> SG: L16-18 (pp148-187) L21-22 (pp214-236), L06.Exts (pp68-69) L08.Exts (pp92-93), L09.Exts (p105), L16-17 (pp185-216) L18.Exts (p224) L19.Exts (p234), L20.Exts (p238) L21.Exts (p245), L22 (pp247-254) <b>Experiments with Plants</b> RB: (pp50-53) <b>Properties of Matter</b> SG: L10 (pp86-97) TG: L10 (pp113-124)</p>	<p>The student...</p> <p>1 a. designs a measurement instrument (e.g., weather instrument) for a science question that students are investigating.</p> <p>b. selects and researches a current technology, then projects how it might change in the next twenty years.</p> <p>c. designs, creates and evaluates a product that meets a need or solves a problem in a student’s life.</p> <p>d. keeps a log of designing (and building) a technology, then uses the log to explain the process.</p>
<p><b>TEACHER NOTES:</b></p> <p>Technological design focuses on meeting human needs, solving human problems or developing a product. Students need to develop abilities to identify specific needs and design solutions for those needs. The tasks of technological design include addressing a range of needs, materials, and aspects of science. Suitable experiences could include designing inventions that meet a need in the student’s life.</p> <p>Building a tower of straws is a good start for collaboration and work in design preparation and construction. Students need to develop criteria for evaluating their inventions/products. These questions could help develop criteria: Who will be the users of the product? How will we know if the product meets their needs? Are there any risks to the design? What is the cost? How much time will it take to build? Using their own criteria, students can design several ways of solving a problem and evaluate the best approach. Students could keep a log of their designs and evaluations to communicate the process of technological design. The log might address these questions: What is the function of the device? How does the device work? How did students come up with the idea? What were the sequential steps taken in constructing the design? What problems were encountered?</p> <p>For more information see pages 161 - 166 of the National Science Education Standards.</p> <p>▲ = Grade 7 Assessed Indicator</p>	

**STANDARD 5: SCIENCE AND TECHNOLOGY**

**Grades 5-7**

**SCIENCE AND TECHNOLOGY – The student will demonstrate abilities of technological design and understandings about science and technology.**

**Benchmark 2: The student will develop understandings of the similarities, differences, and relationships in science and technology.**

Grades 5-7 Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> <li>compares the work of various types of scientists and engineers. <ul style="list-style-type: none"> <li><b>Catastrophic Events</b> SG: L15 (pp170-189) TG: L15 (pp197-218)</li> <li><b>Earth in Space</b> SG: L03 (pp22-41), L10 (pp130-145) L21 (pp334-339), L01 (pp3-10) TG: L02.Exts (pp18-19), L03 (pp21-36), L08 (pp97-120) L10 (pp147-158), L17.Exts (pp275-276), L21 (pp309-310)</li> <li><b>Ecosystems</b> RB: (pp07-10), (pp54-61)</li> <li><b>Energy, Machines, and Motion</b> SG: L16-17 (pp148-173)</li> <li><b>Experiments with Plants</b> RB: (pp41-46)</li> <li><b>Light</b> - SG: L08 (pp82-91), L11 (pp116-131), L15 (pp154-165) L23-25 (pp252-293), TG: L08 (pp99-106), L15.Exts (p187) L16.Exts (p203), L19.Exts (p257), L25.Exts (p342)</li> <li><b>Properties of Matter</b> SG: L02 (pp14-23), L07 (pp64-73) L10-11 (pp86-105), L25 (pp224-229)</li> </ul> </li> <li>evaluates benefits, risks, limitations and trade-offs of technological solutions. <ul style="list-style-type: none"> <li><b>Catastrophic Events</b> SG: L09 (pp102-112) TG: L09 (pp127-142)</li> <li><b>Earth in Space</b> SG: L20-21 (pp324-339) TG: L20-21 (pp293-310)</li> <li><b>Ecosystems</b> RB: (pp35-37) TG: L089 (pp83-98), L12-16 (pp117-168)</li> <li><b>Energy, Machines, and Motion</b> SG: L04 (pp26-35) L16 (pp148-161)</li> <li><b>Properties of Matter</b> SG: L18 (pp150-161) TG: L03.Exts (p32)</li> </ul> </li> </ol>	<p>The student...</p> <ol style="list-style-type: none"> <li>Completes a Venn diagram to compare the processes of scientists and engineers.</li> <li>selects a technology to evaluate using a graphic organizer listing uses, limitations, and possible consequences.</li> </ol>

<p>3. identifies contributions to science and technology by many people and many cultures.</p> <p><b>Catastrophic Events</b> SG: L15 (pp170-189)  TG: L15 (pp197-218)</p> <p><b>Earth in Space</b> SG: L03 (pp22-41), L10 (pp130-145)  L21 (pp334-339)  TG: L01 (pp3-10), L02.Exts (pp18-19), L03 (pp21-36)  L08 (pp97-120), G: L10 (pp147-158), L17.Exts (pp275-276),  L21 (pp309-310)</p> <p><b>Ecosystems</b> RB: (pp07-10), (pp54-61)</p> <p><b>Energy, Machines, and Motion</b> SG: L16-17 (pp148-173)</p> <p><b>Experiments with Plants</b> RB: (pp41-46)</p> <p><b>Light</b> - SG: L08 (pp82-91), L11 (pp116-131), L15 (pp154-165)  L23-25 (pp252-293)  TG: L08 (pp99-106), L15.Exts (p187), L16.Exts (p203),  L19.Exts (p257), L25.Exts (p342)</p> <p><b>Properties of Matter</b> SG: L02 (pp14-23), L07 (pp64-73)  L10-11 (pp86-105), L25 (pp224-229)</p>	<p>3. using a map of the world, marks the locations for people and events that have contributed to science.</p>
<p>TEACHER NOTES:</p> <p>The primary difference between science and technology is that science investigates to answer questions about the natural world and technology creates a product to meet human needs by applying scientific principles. Middle level students are able to evaluate the impact of technologies, recognizing that most have both benefits and risks to society. Science and technology have advanced through contributions of many different people, in different cultures, at different times in history.</p> <p>Students may compare and contrast scientific discoveries with advances in technological design. Students may select a device they use, such as a radio, microwave, or television, and compare it to one their grandparents used.</p> <p>▲ = Grade 7 Assessed Indicator</p>	

**STANDARD 6: SCIENCE IN PERSONAL AND ENVIRONMENTAL PERSPECTIVES**

**Grades 5-7**

**SCIENCE IN PERSONAL AND ENVIRONMENTAL PERSPECTIVES – The student will apply process skills to explore and develop an understanding of issues of personal health, population, resources and environment, and natural hazards.**

**Benchmark 1: The student will understand scientific knowledge relative to personal health.**

Grades 5-7 Indicators	Instructional Examples
<p>The student...</p> <p>1. ▲ identifies individual nutrition, exercise, and a rest needs based on science and uses a scientific approach to thinking critically about personal health, lifestyle choices, risks and benefits.</p> <p><b>Microworlds</b> RB: (pp46-47)  <b>Organisms – From Macro to Micro</b> SG: L15 (pp180-187)                      TG: L15 (pp253-266)  <b>Properties of Matter</b> SG: L04 (pp30-37), L06 (pp56-63)</p>	<p>The student...</p> <p>1</p> <p>a. designs, implements, and self-evaluates a personal nutrition and exercise program.</p> <p>b. compares and contrasts immediate benefits of eating junk food (high caloric, low nutritional foods) to long term benefits of a lifetime of healthy eating.</p> <p>c. evaluates the risks and benefits of foods, medicines, and personal products.</p> <p>d. evaluates and compares the nutritional and toxic properties of various natural and synthetic foods.</p>
<p><b>TEACHER NOTES:</b>                      Regular exercise, rest, and proper nutrition are important to the maintenance and improvement of human health. Injury and illness are risks to maintaining health. Middle level students need opportunities to apply scientific knowledge to their understanding of personal health and science-based decision-making related to health risks.</p> <p>Teachers should understand that the decision making capacities of ten, eleven, twelve and thirteen year-old children are not fully developed, are subject to significant interference from hormonal changes, and otherwise lack the experience and maturity of an adult that may be necessary for wise and prudent decisions about their lives. Accordingly, teachers should work to reinforce normative parental and legal expectations designed to optimize their personal health. The challenge to teachers is to show students how science validates legal and normative parental expectations and requirements about health issues such as smoking, use of alcohol, disease, healthy eating, and the wearing of seat belts and helmets and why it is in their best personal interests to comply with these healthy expectations and requirements.</p> <p>▲ = Grade 7 Assessed Indicator</p>	

**STANDARD 6: SCIENCE IN PERSONAL AND ENVIRONMENTAL PERSPECTIVES**

**Grades 5-7**

**SCIENCE IN PERSONAL AND ENVIRONMENTAL PERSPECTIVES – The student will apply process skills to explore and develop an understanding of issues of personal health, population, resources and environment, and natural hazards.**

**Benchmark 2: The student will understand the impact of human activity on resources and environment.**

Grades 5-7 Indicators	Instructional Examples
<p>The student...</p> <p>1. ▲ investigates the effects of human activities on the environment and analyzes decisions based on the knowledge of benefits and risks.</p> <p><b>Catastrophic Events</b> SG: L24 (pp264-273)                      TG: L24 (pp329-346)  <b>Organisms</b> – From Macro to Micro SG: L06 (pp64-81)                      L13 (pp158-171)  <b>Ecosystems</b> RB: (pp31-37), (pp40-42), (pp60-61)                      TG: L08-11 (pp83-116)  <b>Experiments with Plants</b> RB: (pp20-21), (pp24-25)                      TG: L02.Exts (p24)  <b>Properties of Matter</b> SG: L12 (pp106-111)</p>	<p>The student...</p> <p>1 a. counts the number of cars that pass the school during a period of time. Investigates the effects of traffic volume on environmental quality (e.g., water and air quality, plant health).</p> <p>b. investigates the effects of repeatedly walking off the sidewalks. Discusses the implications for the environment.</p> <p>c. participates in an environmental study, such as stream monitoring.</p> <p>d. evaluates the benefits of burning fossil fuels to meet energy needs against the risks of increased air pollution, etc...</p>
<p><b>TEACHER NOTES:</b>                      When an area becomes overpopulated by a species, the environment will change due to the increased use of resources. Middle level students need opportunities to learn about concepts of carrying capacity. They need to gather evidence and analyze effects of human interactions with the environment.</p> <p>Teachers can help their students understand these global issues by starting locally. "What changes in the atmosphere are caused by all the cars we use in our community?" Ground level ozone indicators provide an opportunity to quantify the effect. "After a heavy rain, where does the water go that runs off your lawn?" "What happens to that water source if your lawn was fertilized just before the rain?" The role of the teacher is to help students apply scientific understanding, gained through their own investigations, of environmental issues. Teachers should help students base environmental decisions on understanding, not emotion.</p> <p>▲ = Grade 7 Assessed Indicator</p>	

**STANDARD 6: SCIENCE IN PERSONAL AND ENVIRONMENTAL PERSPECTIVES**

**Grades 5-7**

**SCIENCE IN PERSONAL AND ENVIRONMENTAL PERSPECTIVES – The student will apply process skills to explore and develop an understanding of issues of personal health, population, resources and environment, and natural hazards.**

**Benchmark 3: The student will understand that natural hazards are dynamic examples of earth processes which cause us to evaluate risks.**

Grades 5-7 Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> <li>recognizes patterns of natural processes and/or human activities that may cause and/or contribute to natural hazards.  <b>Catastrophic Events</b> SG: L01-25 (pp2-282)                      TG: (pp xxxiii - xxxv), L01-25 (pp3-372)  <b>Earth in Space</b> TG: (pp xxxiv - xxxvi)  <b>Ecosystems</b> RB: (pp31-37), (pp40-42), (pp60-61)                      L08-11 (pp83-116)  <b>Energy, Machines, and Motion</b> TG: (pp xxxiii - xxxv)  <b>Experiments with Plants</b> RB: (pp20-21), (pp24-25)                      TG: L02.Exts (p24)  <b>Light</b> SG: L23 (pp252-265)                      TG: (pp xxxiv - xxxv), L10.Exts (p124), L16.Exts (p203)  <b>Organisms – From Macro to Micro</b> SG: L06 (pp64-81)                      L13 (pp158-171)                      TG: (pp xxxiv-xxxv)  <b>Properties of Matter</b> SG: L04 (pp30-37), L12 (pp106-111)                      TG: (pp xxxi - xxxiii)</li> <li>evaluates risks and defines appropriate actions associated with the natural hazard.</li> </ol>	<p>The student...</p> <ol style="list-style-type: none"> <li> <ol style="list-style-type: none"> <li>sees how channeling a stream may promote flooding downstream. Could use a County Conservation Commission’s stream trailer to investigate the dynamics of a stream and the effects of human interaction with the stream.</li> </ol> </li> <li> <ol style="list-style-type: none"> <li>finds news articles that show inadvisable risks taken in a natural hazard situation.</li> <li>investigates appropriate safety procedures for dealing with various natural hazards e.g. Tornados, floods, lightning, etc...</li> </ol> </li> </ol>
<p>TEACHER NOTES:</p> <p>California has earthquakes. Florida has hurricanes. Kansas has tornadoes. Natural hazards can also be caused by human interaction with the environment, such as channeling a stream. Middle level students need opportunities to identify the causes and human risks and challenges of natural hazards.</p> <p>Teachers can help students use data on frequency of occurrence of natural hazard events both to dispel unnatural fears for some students and overcome the common middle level student misconception of invincibility (it won’t happen to me). “What would you need in a tornado survival kit to keep in the basement for your family?” This question would cause students to assess the kinds of damage caused by a tornado (need a flashlight because electrical lines may be down) and the kinds of support services available in the community.</p> <p>▲ = Grade 7 Assessed Indicator</p>	

**STANDARD 7: HISTORY AND NATURE OF SCIENCE**

**Grades 5-7**

**HISTORY AND NATURE OF SCIENCE – The student will examine and develop an understanding of science as a historical human endeavor.**

**Benchmark 1: The student will develop scientific habits of mind.**

Grades 5-7 Indicators	Instructional Examples
<p>The student...</p> <p>1. practices intellectual honesty, demonstrates skepticism appropriately, displays open-mindedness to new ideas, and bases decisions on evidence.  <b>Catastrophic Events</b> SG: L09 (pp102-112)                      TG: L09 (pp127-142)  <b>Experiments with Plants</b> RB: (pp11-13), (pp36-46), (pp62)</p>	<p>The student...</p> <p>1 a. analyzes news articles to determine whether data/statistics presented adequately and objectively support conclusions that are made.</p> <p>b. analyzes data and recognizes that a hypothesis not supported by data should not be perceived as a right or wrong answer.</p> <p>c. attempts to replicate an investigation to support or refute a conclusion.</p> <p>d. shares interpretations that differ from currently held explanations on topics such as global warming and dietary claims. Evaluates the validity of results and accuracy of stated conclusions.</p> <p>e. reviews results of individual, group, or peer investigations to assess the accuracy of conclusions based upon data collection and analysis and use of evidence to reach a conclusion.</p>
<p>TEACHER NOTES:</p> <p>Science requires varied abilities depending on the field of study, type of inquiry, and cultural context. The abilities characteristic of those engaged in scientific investigations include: reasoning, intellectual honesty, tolerance of ambiguity, appropriate skepticism, open-mindedness, and the ability to make logical conclusions based on current evidence.</p> <p>Teachers can support the development of scientific habits of mind by providing students with on-going instruction using inquiry as a framework. Students can apply science concepts in investigations. They can work individually and on teams while conducting inquiry. They can share their work through varied media, and they can self-evaluate their learning. High expectations for accuracy, reliability, and openness to differing opinions should be exercised.</p>	

**STANDARD 7: HISTORY AND NATURE OF SCIENCE**

**Grades 5-7**

**HISTORY AND NATURE OF SCIENCE – The student will examine and develop an understanding of science as a historical human endeavor.**

**Benchmark 2: The student will research contributions to science throughout history.**

Grades 5-7 Indicators	Instructional Examples
<p>The student...</p> <p>1. ▲ recognizes that new knowledge leads to new questions and new discoveries, replicates historic experiments to understand principles of science, and relates contributions of men and women to the fields of science.</p> <p><b>Catastrophic Events</b> SG: L14-15 (pp164-189) L18 (pp200-209), L21 (pp232-239) TG: L14-15(pp187-218), L18 (pp257-264), L21 (pp293-302) <b>Earth in Space</b> SG: L10 (pp130-145),L20-21 (pp324-339) TG: L01 (pp3-10) L04 (pp37-52), L08 (pp97-120) L10 (pp147-158), L17.Exts (pp275-276), L20-21 (pp293-310) <b>Ecosystems</b> RB: (pp07-10), (pp54-61) <b>Energy, Machines, and Motion</b> SG: L02 (pp12-19) L07 (pp62-71), L15 (pp140-147), L17 (pp164-173) <b>Experiments with Plants</b> RB: (pp36-46) (pp54-56), (pp62) TG: L11.Exts (p89) <b>Light</b> SG: L08 (pp82-91), L23-25 (pp252-293) TG: L08 (pp99-106), L19.Exts (p257), L25.Exts (p342) <b>Microworlds</b> RB: (pp10-12), (pp48-55) <b>Organisms – From Macro to Micro</b> SG: L19 (pp216-235) L02 (pp14-23), L09 (pp78-83), L11 (pp98-105) L15 (pp122-129), L19 (pp162-167), .L21 (pp186-197) L22 (pp198-207), L23 (pp208-217), L25 (pp224-229)</p>	<p>The student...</p> <p>1</p> <p>a. discusses discoveries that replaced previously held knowledge, such as safety of Freon or saccharine use, knowledge concerning the transmission of AIDS, cloning, or Pluto’s status as a planet.</p> <p>b. rediscovers principles of electromagnetism by replicating Oersted’s compass needle experiment. (Compass needle deflects perpendicular to current carrying wire.)</p> <p>c. researches the contributions of men and women of science, and creates a timeline to demonstrate the ongoing contributions of dedicated scientists across ethnic, religious, and gender lines.</p>
<p>TEACHER NOTES:</p> <p>Scientific knowledge is not static. New knowledge leads to new questions and new discoveries that may be beneficial or harmful. Contributions to scientific knowledge can be met with resistance, causing a need for replication and open sharing of ideas. Scientific contributions have been made over an expanse of time by individuals from varied cultures, ethnic backgrounds, and across gender and economic boundaries.</p> <p>Students should engage in research realizing that the process may be a small portion of a larger process or of an event that takes place over a broad historical context. Teachers should focus on the contributions of scientists and how the culture of the time influenced their work. Reading biographies, interviews with scientists, and analyzing vignettes are strategies for understanding the role of scientists and the contributions of science throughout history.</p> <p>▲ = Grade 7 Assessed Indicator</p>	