



InspireData™ Standards Match

OHIO



Academic Content Standards: Science

Meeting curriculum standards is a major focus in education today. This document highlights the correlation of **InspireData™** with the **Ohio Academic Content Standards for Science**.

The Inspired Standards Match is designed to demonstrate the many ways InspireData supports the standards and to give educators ideas for using this tool to meet learning goals.

How to read the InspireData Standards Match:

- ▶ **Yellow** highlight indicates a standard or objective that can be supported by the use of InspireData databases, database templates, user generated databases, lesson plans or program features.
- ▶ **Green** notes list details about how InspireData can be used to meet the standards, including examples of specific databases, lesson plans or features that support them.

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ACADEMIC CONTENT STANDARDS

Grades 3-5

Earth and Space Sciences

Students demonstrate an understanding about how Earth systems and processes interact in the geosphere resulting in the habitability of Earth. This includes demonstrating an understanding of the composition of the universe, the solar system and Earth. In addition, it includes understanding the properties and the interconnected nature of Earth's systems, processes that shape Earth and Earth's history. Students also demonstrate an understanding of how the concepts and principles of energy, matter, motion and forces explain Earth systems, the solar system and the universe. Finally, they grasp an understanding of the historical perspectives, scientific approaches and emerging scientific issues associated with Earth and space sciences.

3



Benchmark A: Explain the characteristics, cycles and patterns involving Earth and its place in the solar system.

4

Grade Three

No indicators present for this benchmark.

Grade Four

No indicators present for this benchmark.

Grade Five

The Universe

1. Describe how night and day are caused by Earth's rotation.
2. Explain that Earth is one of several planets to orbit the sun, and that the moon orbits Earth.
3. Describe the characteristics of Earth and its orbit about the sun (e.g., three-fourths of Earth's surface is covered by a layer of water [some of it frozen], the entire planet surrounded by a thin blanket of air, elliptical orbit, tilted axis and spherical planet).
4. Explain that stars are like the sun, some being smaller and some larger, but so far away that they look like points of light.

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ACADEMIC CONTENT STANDARDS



Benchmark B: Summarize the processes that shape Earth's surface and describe evidence of those processes.

Grade Three

No indicators present for this benchmark.

Grade Four

Processes That Shape Earth

8. Describe how wind, water and ice shape and reshape Earth's land surface by eroding rock and soil in some areas and depositing them in other areas producing characteristic landforms (e.g., dunes, deltas and glacial moraines).
9. Identify and describe how freezing, thawing and plant growth reshape the land surface by causing the weathering of rock.
10. Describe evidence of changes on Earth's surface in terms of slow processes (e.g., erosion, weathering, mountain building and deposition) and rapid processes (e.g. volcanic eruptions, earthquakes and landslides).

Grade Five

No indicators present for this benchmark.

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ACADEMIC CONTENT STANDARDS

Benchmark C: Describe Earth's resources including rocks, soil, water, air, animals and plants and the ways in which they can be conserved.

Grade Three

Earth Systems

1. Compare distinct properties of rocks (e.g., color, layering and texture).
2. Observe and investigate that rocks are often found in layers.
3. Describe that smaller rocks come from the breakdown of larger rocks through the actions of plants and weather.
4. Observe and describe the composition of soil (e.g., small pieces of rock and decomposed pieces of plants and animals, and products of plants and animals).
5. Investigate the properties of soil (e.g., color, texture, capacity to retain water, ability to support plant growth).
6. Investigate that soils are often found in layers and can be different from place to place.

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Grade Four

No indicators present for this benchmark.

Grade Five

Earth Systems

5. Explain how the supply of many non-renewable resources is limited and can be extended through reducing, reusing and recycling but cannot be extended indefinitely.
6. Investigate ways Earth's renewable resources (e.g., fresh water, air, wildlife and trees) can be maintained.

ACADEMIC CONTENT STANDARDS



Benchmark D: Analyze weather and changes that occur over a period of time.

Grade Three

No indicators present for this benchmark.

Grade Four

Earth Systems

1. Explain that air surrounds us, takes up space, moves around us as wind, and may be measured using barometric pressure.
2. Identify how water exists in the air in different forms (e.g., in clouds, fog, rain, snow and hail).
3. Investigate how water changes from one state to another (e.g., freezing, melting, condensation and evaporation).
4. Describe weather by measurable quantities such as temperature, wind direction, wind speed, precipitation and barometric pressure.
5. Record local weather information on a calendar or map and describe changes over a period of time (e.g., barometric pressure, temperature, precipitation symbols and cloud conditions).
6. Trace how weather patterns generally move from west to east in the United States.
7. Describe the weather which accompanies cumulus, cumulonimbus, cirrus and stratus clouds.

Grade Five

No indicators present for this benchmark.

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ACADEMIC CONTENT STANDARDS

Grades 3-5

Life Sciences

Students demonstrate an understanding of how living systems function and how they interact with the physical environment. This includes an understanding of the cycling of matter and flow of energy in living systems. An understanding of the characteristics, structure and function of cells, organisms and living systems will be developed. Students will also develop a deeper understanding of the principles of heredity, biological evolution, and the diversity and interdependence of life. Students demonstrate an understanding of different historical perspectives, scientific approaches and emerging scientific issues associated with the life sciences.

Benchmark A: Differentiate between the life cycles of different plants and animals.

Grade Three

Heredity

1. Compare the life cycles of different animals including birth to adulthood, reproduction and death (e.g., egg-tadpole-frog, egg-caterpillar-chrysalis-butterfly).

Grade Four

Heredity

1. Compare the life cycles of different plants including germination, maturity, reproduction and death.
5. Describe how organisms interact with one another in various ways (e.g., many plants depend on animals for carrying pollen or dispersing seeds).

Grade Five

No indicators present for this benchmark.

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ACADEMIC CONTENT STANDARDS



Benchmark B: Analyze plant and animal structures and functions needed for survival and describe the flow of energy through a system that all organisms use to survive.

Grade Three

*Diversity and
Interdependence of Life*

2. Relate animal structures to their specific survival functions (e.g., obtaining food, escaping or hiding from enemies).
3. Classify animals according to their characteristics (e.g., body coverings and body structure).

3

Grade Four

*Diversity and
Interdependence of Life*

2. Relate plant structures to their specific functions (e.g., growth, survival and reproduction).
3. Classify common plants according to their characteristics (e.g., tree leaves, flowers, seeds, roots and stems).

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Grade Five

*Diversity and
Interdependence of Life*

1. Describe the role of producers in the transfer of energy entering ecosystems as sunlight to chemical energy through photosynthesis.
2. Explain how almost all kinds of animals' food can be traced back to plants.
3. Trace the organization of simple food chains and food webs (e.g., producers, herbivores, carnivores, omnivores and decomposers).

ACADEMIC CONTENT STANDARDS

Benchmark C: Compare changes in an organism's ecosystem/habitat that affect its survival.

Grade Three

*Diversity and
Interdependence of Life*

4. Use examples to explain that extinct organisms may resemble organisms that are alive today.
5. Observe and explore how fossils provide evidence about animals that lived long ago and the nature of the environment at that time.
6. Describe how changes in an organism's habitat are sometimes beneficial and sometimes harmful.

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Grade Four

*Diversity and
Interdependence of Life*

4. Observe and explore that fossils provide evidence about plants that lived long ago and the nature of the environment at that time.

4

Grade Five

*Diversity and
Interdependence of Life*

4. Summarize that organisms can survive only in ecosystems in which their needs can be met (e.g., food, water, shelter, air, carrying capacity and waste disposal). The world has different ecosystems and distinct ecosystems support the lives of different types of organisms.
5. Support how an organism's patterns of behavior are related to the nature of that organism's ecosystem, including the kinds and numbers of other organisms present, the availability of food and resources, and the changing physical characteristics of the ecosystem.
6. Analyze how all organisms, including humans, cause changes in their ecosystems and how these changes can be beneficial, neutral or detrimental (e.g., beaver ponds, earthworm burrows, grasshoppers eating plants, people planting and cutting trees and people introducing a new species).

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ACADEMIC CONTENT STANDARDS

Grades 3-5

Physical Sciences

Students demonstrate an understanding of the composition of physical systems and the concepts and principles that describe and predict physical interactions and events in the natural world. This includes demonstrating an understanding of the structure and properties of matter, the properties of materials and objects, chemical reactions and the conservation of matter. In addition, it includes understanding the nature, transfer and conservation of energy; motion and the forces affecting motion; and the nature of waves and interactions of matter and energy. Students demonstrate an understanding of the historical perspectives, scientific approaches and emerging scientific issues associated with the physical sciences.

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Benchmark A: Compare the characteristics of simple physical and chemical changes.

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Grade Three

No indicators present for this benchmark.

Grade Four

Nature of Matter

1. Identify characteristics of a simple physical change (e.g., heating or cooling can change water from one state to another and the change is reversible).
2. Identify characteristics of a simple chemical change. When a new material is made by combining two or more materials, it has chemical properties that are different from the original materials (e.g., burning paper, vinegar and baking soda).

Grade Five

No indicators present for this benchmark.

ACADEMIC CONTENT STANDARDS



Benchmark B: Identify and describe the physical properties of matter in its various states.

Grade Three

No indicators present for this benchmark.

Grade Four

Nature of Matter

3. Describe objects by the properties of the materials from which they are made and that these properties can be used to separate or sort a group of objects (e.g., paper, glass, plastic and metal).
4. Explain that matter has different states (e.g., solid, liquid and gas) and that each state has distinct physical properties.

Grade Five

No indicators present for this benchmark.

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Benchmark C: Describe the forces that directly affect objects and their motion.

Grade Three

Forces and Motion

1. Describe an objects position by locating it relative to another object or the background.
2. Describe an objects motion by tracing and measuring its position over time.
3. Identify contact/noncontact forces that affect motion of an object (e.g., gravity, magnetism and collision).
4. Predict the changes when an object experiences a force (e.g., a push or pull, weight and friction).

Grade Four

No indicators present for this benchmark.

Grade Five

No indicators present for this benchmark.

ACADEMIC CONTENT STANDARDS

Benchmark D: Summarize the way changes in temperature can be produced and thermal energy transferred.

Grade Three

No indicators present for this benchmark.

Grade Four

Nature of Energy

5. Compare ways the temperature of an object can be changed (e.g., rubbing, heating and bending of metal).

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Grade Five

Nature of Energy

1. Define temperature as the measure of thermal energy and describe the way it is measured.
2. Trace how thermal energy can transfer from one object to another by conduction.

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Benchmark E: Trace how electrical energy flows through a simple electrical circuit and describe how the electrical energy can produce thermal energy, light, sound and magnetic forces.

Grade Three

No indicators present for this benchmark.

Grade Four

No indicators present for this benchmark.

Grade Five

Nature of Energy

3. Describe that electrical current in a circuit can produce thermal energy, light, sound and/or magnetic forces.
4. Trace how electrical current travels by creating a simple electric circuit that will light a bulb.

ACADEMIC CONTENT STANDARDS

Benchmark F: Describe the properties of light and sound energy.

Grade Three

No indicators present for this benchmark.

Grade Four

No indicators present for this benchmark.

Grade Five

Nature of Energy

5. Explore and summarize observations of the transmission, bending (refraction) and reflection of light.
6. Describe and summarize observations of the transmission, reflection, and absorption of sound.
7. Describe that changing the rate of vibration can vary the pitch of a sound.

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ACADEMIC CONTENT STANDARDS

Grades 3-5

Science and Technology

Students recognize that science and technology are interconnected and that using technology involves assessment of the benefits, risks and costs. Students should build scientific and technological knowledge, as well as the skill required to design and construct devices. In addition, they should develop the processes to solve problems and understand that problems may be solved in several ways.

3

Benchmark A: Describe how technology affects human life.

4

Grade Three

*Understanding
Technology*

1. Describe how technology can extend human abilities (e.g., to move things and to extend senses).
2. Describe ways that using technology can have helpful and/or harmful results.
3. Investigate ways that the results of technology may affect the individual, family and community.

5

Grade Four

*Understanding
Technology*

1. Explain how technology from different areas (e.g., transportation, communication, nutrition, healthcare, agriculture, entertainment and manufacturing) has improved human lives.
2. Investigate how technology and inventions change to meet peoples' needs and wants.

Grade Five

*Understanding
Technology*

1. Investigate positive and negative impacts of human activity and technology on the environment.

ACADEMIC CONTENT STANDARDS

Benchmark B: Describe and illustrate the design process.

Grade Three

*Abilities To Do
Technological Design*

4. Use a simple design process to solve a problem (e.g., identify a problem, identify possible solutions and design a solution).
5. Describe possible solutions to a design problem (e.g., how to hold down paper in the wind).

Grade Four

*Abilities To Do
Technological Design*

3. Describe, illustrate and evaluate the design process used to solve a problem.

Grade Five

*Abilities To Do
Technological Design*

2. Revise an existing design used to solve a problem based on peer review.
3. Explain how the solution to one problem may create other problems.

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ACADEMIC CONTENT STANDARDS

Grades 3-5

Scientific Inquiry

Students develop scientific habits of mind as they use the processes of scientific inquiry to ask valid questions and to gather and analyze information. They understand how to develop hypotheses and make predictions. They are able to reflect on scientific practices as they develop plans of action to create and evaluate a variety of conclusions. Students are also able to demonstrate the ability to communicate their findings to others.

3

Benchmark A: Use appropriate instruments safely to observe, measure and collect data when conducting a scientific investigation.

4

Grade Three

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Doing Scientific Inquiry

1. Select the appropriate tools and use relevant safety procedures to measure and record length and weight in metric and English units.

Grade Four

Doing Scientific Inquiry

1. Select the appropriate tools and use relevant safety procedures to measure and record length, weight, volume, temperature and area in metric and English units.

Grade Five

Doing Scientific Inquiry

1. Select and safely use the appropriate tools to collect data when conducting investigations and communicating findings to others (e.g., thermometers, timers, balances, spring scales, magnifiers, microscopes and other appropriate tools).

ACADEMIC CONTENT STANDARDS



Benchmark B: Organize and evaluate observations, measurements and other data to formulate inferences and conclusions.

Grade Three

Doing Scientific Inquiry

2. Discuss observations and measurements made by other people.
3. Read and interpret simple tables and graphs produced by self/others.
5. Record and organize observations (e.g., journals, charts and tables).

3

Grade Four

Doing Scientific Inquiry

2. Analyze a series of events and/or simple daily or seasonal cycles, describe the patterns and infer the next likely occurrence.

4

Grade Five

Doing Scientific Inquiry

2. Evaluate observations and measurements made by other people and identify reasons for any discrepancies.
3. Use evidence and observations to explain and communicate the results of investigations.

5

ACADEMIC CONTENT STANDARDS



Benchmark C: Develop, design and safely conduct scientific investigations and communicate the results.

Grade Three

Doing Scientific Inquiry

4. Identify and apply science safety procedures.
6. Communicate scientific findings to others through a variety of methods (e.g., pictures, written, oral and recorded observations).

3

Grade Four

Doing Scientific Inquiry

3. Develop, design and conduct safe, simple investigations or experiments to answer questions.
4. Explain the importance of keeping conditions the same in an experiment.
5. Describe how comparisons may not be fair when some conditions are not kept the same between experiments.
6. Formulate instructions and communicate data in a manner that allows others to understand and repeat an investigation or experiment.

4

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Grade Five

Doing Scientific Inquiry

4. Identify one or two variables in a simple experiment.
5. Identify potential hazards and/or precautions involved in an investigation.
6. Explain why results of an experiment are sometimes different (e.g., because of unexpected differences in what is being investigated, unrealized differences in the methods used or in the circumstances in which the investigation was carried out, and because of errors in observations).

ACADEMIC CONTENT STANDARDS

Grades 3-5

Scientific Ways of Knowing

Students realize that the current body of scientific knowledge must be based on evidence, be predictive, logical, subject to modification and limited to the natural world. This includes demonstrating an understanding that scientific knowledge grows and advances as new evidence is discovered to support or modify existing theories, as well as to encourage the development of new theories. Students are able to reflect on ethical scientific practices and demonstrate an understanding of how the current body of scientific knowledge reflects the historical and cultural contributions of women and men who provide us with a more reliable and comprehensive understanding of the natural world.

3

Benchmark A: Distinguish between fact and opinion and explain how ideas and conclusions change as new knowledge is gained.

4

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Grade Three

No indicators present for this benchmark.

Grade Four

Nature of Science

1. Differentiate fact from opinion and explain that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed.

Grade Five

Nature of Science

1. Summarize how conclusions and ideas change as new knowledge is gained.

ACADEMIC CONTENT STANDARDS



Benchmark B: Describe different types of investigations and use results and data from investigations to provide the evidence to support explanations and conclusions.

Grade Three

Nature of Science

1. Describe different kinds of investigations that scientists use depending on the questions they are trying to answer.

Grade Four

Nature of Science

3. Explain discrepancies in an investigation using evidence to support findings.

Grade Five

Nature of Science

2. Develop descriptions, explanations and models using evidence to defend/support findings.
3. Explain why an experiment must be repeated by different people or at different times or places and yield consistent results before the results are accepted.
4. Identify how scientists use different kinds of ongoing investigations depending on the questions they are trying to answer (e.g., observations of things or events in nature, data collection and controlled experiments).

ACADEMIC CONTENT STANDARDS

Benchmark C: Explain the importance of keeping records of observations and investigations that are accurate and understandable.

Grade Three

Ethical Practices

2. Keep records of investigations and observations and do not change the records that are different from someone else's work.

Grade Four

Nature of Science

2. Record the results and data from an investigation and make a reasonable explanation.

Ethical Practices

4. Explain why keeping records of observations and investigations is important.

Grade Five

Ethical Practices

5. Keep records of investigations and observations that are understandable weeks or months later.

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Benchmark D: Explain that men and women of diverse countries and cultures participate in careers in all fields of science.

Grade Three

Science and Society

3. Explore through stories how men and women have contributed to the development of science.
4. Identify various careers in science.
5. Discuss how both men and women find science rewarding as a career and in their everyday lives.

Grade Four

No indicators present for this benchmark.

Grade Five

Science and Society

6. Identify a variety of scientific and technological work that people of all ages, backgrounds and groups perform.

ACADEMIC CONTENT STANDARDS

Grades 6-8

Earth and Space Sciences

Students demonstrate an understanding about how Earth systems and processes interact in the geosphere resulting in the habitability of Earth. This includes demonstrating an understanding of the composition of the universe, the solar system and Earth. In addition, it includes understanding the properties and the interconnected nature of Earth's systems, processes that shape Earth and Earth's history. Students also demonstrate an understanding of how the concepts and principles of energy, matter, motion and forces explain Earth systems, the solar system and the universe. Finally, they grasp an understanding of the historical perspectives, scientific approaches and emerging scientific issues associated with Earth and space sciences.

Benchmark A: Describe how the positions and motions of the objects in the universe cause predictable and cyclic events.

Grade Six

No indicators present for this benchmark.

6

Grade Seven

No indicators present for this benchmark.

7

Grade Eight

The Universe

8

1. Describe how objects in the solar system are in regular and predictable motions that explain such phenomena as days, years, seasons, eclipses, tides and moon cycles.
2. Explain that gravitational force is the dominant force determining motions in the solar system and in particular keeps the planets in orbit around the sun.
3. Compare the orbits and composition of comets and asteroids with that of Earth.
4. Describe the effect that asteroids or meteoroids have when moving through space and sometimes entering planetary atmospheres (e.g., meteor-"shooting star" and meteorite).

ACADEMIC CONTENT STANDARDS

Benchmark B: Explain that the universe is composed of vast amounts of matter, most of which is at incomprehensible distances and held together by gravitational force. Describe how the universe is studied by the use of equipment such as telescopes, probes, satellites and spacecraft.

Grade Six

No indicators present for this benchmark.

Grade Seven

No indicators present for this benchmark.

Grade Eight

The Universe

5. Explain that the universe consists of billions of galaxies that are classified by shape.
6. Explain interstellar distances are measured in light years (e.g., the nearest star beyond the sun is 4.3 light years away).
7. Examine the life cycle of a star and predict the next likely stage of a star.
8. Name and describe tools used to study the universe (e.g., telescopes, probes, satellites and spacecraft).

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ACADEMIC CONTENT STANDARDS

Benchmark C: Describe interactions of matter and energy throughout the lithosphere, hydrosphere and atmosphere (e.g., water cycle, weather and pollution).

Grade Six

No indicators present for this benchmark.

Grade Seven

Earth Systems

1. Explain the biogeochemical cycles which move materials between the lithosphere (land), hydrosphere (water) and atmosphere (air).
2. Explain that Earth's capacity to absorb and recycle materials naturally (e.g., smoke, smog and sewage) can change the environmental quality depending on the length of time involved (e.g. global warming).
3. Describe the water cycle and explain the transfer of energy between the atmosphere and hydrosphere.
4. Analyze data on the availability of fresh water that is essential for life and for most industrial and agricultural processes. Describe how rivers, lakes and groundwater can be depleted or polluted becoming less hospitable to life and even becoming unavailable or unsuitable for life.
5. Make simple weather predictions based on the changing cloud types associated with frontal systems.
6. Determine how weather observations and measurements are combined to produce weather maps and that data for a specific location at one point in time can be displayed in a station model.
7. Read a weather map to interpret local, regional and national weather.
8. Describe how temperature and precipitation determine climatic zones (biomes) (e.g., desert, grasslands, forests, tundra and alpine).
9. Describe the connection between the water cycle and weather-related phenomenon (e.g., tornadoes, floods, droughts and hurricanes).

Grade Eight

No indicators present for this benchmark.

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ACADEMIC CONTENT STANDARDS

Benchmark D: Identify that the lithosphere contains rocks and minerals and that minerals make up rocks. Describe how rocks and minerals are formed and/or classified.

Grade Six

Earth Systems

1. Describe the rock cycle and explain that there are sedimentary, igneous and metamorphic rocks that have distinct properties (e.g., color, texture) and are formed in different ways.
2. Explain that rocks are made of one or more minerals.
3. Identify minerals by their characteristic properties.

Grade Seven

No indicators present for this benchmark.

Grade Eight

No indicators present for this benchmark.

Benchmark E: Describe the processes that contribute to the continuous changing of Earth's surface (e.g., earthquakes, volcanic eruptions, erosion, mountain building and lithospheric plate movements).

Grade Six

No indicators present for this benchmark.

Grade Seven

No indicators present for this benchmark.

Grade Eight

Earth Systems

9. Describe the interior structure of Earth and Earth's crust as divided into tectonic plates riding on top of the slow moving currents of magma in the mantle.
10. Explain that most major geological events (e.g., earthquakes, volcanic eruptions, hot spots and mountain building) result from plate motion.
11. Use models to analyze the size and shape of Earth, its surface and its interior (e.g., globes, topographic maps, satellite images).

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ACADEMIC CONTENT STANDARDS

12. Explain that some processes involved in the rock cycle are directly related to thermal energy and forces in the mantle that drive plate motions.
13. Describe how landforms are created through a combination of destructive (e.g., weathering and erosion) and constructive processes (e.g., crustal deformation, volcanic eruptions and deposition of sediment).
14. Explain that folding, faulting and uplifting can rearrange the rock layers so the youngest is not always found on top.
15. Illustrate how the three primary types of plate boundaries (transform, divergent and convergent) cause different landforms (e.g., mountains, volcanoes and ocean trenches).

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ACADEMIC CONTENT STANDARDS

Grades 6-8

Life Sciences

Students demonstrate an understanding of how living systems function and how they interact with the physical environment. This includes an understanding of the cycling of matter and flow of energy in living systems. An understanding of the characteristics, structure and function of cells, organisms and living systems will be developed. Students will also develop a deeper understanding of the principles of heredity, biological evolution, and the diversity and interdependence of life. Students demonstrate an understanding of different historical perspectives, scientific approaches and emerging scientific issues associated with the life sciences.

Benchmark A: Explain that the basic functions of organisms are carried out in cells and groups of specialized cells form tissues and organs; the combination of these cells make up multicellular organisms that have a variety of body plans and internal structures.

Grade Six

Characteristics and Structure of Life

1. Explain that many of the basic functions of organisms are carried out by or within cells and are similar in all organisms.
2. Explain that multicellular organisms have a variety of specialized cells, tissues, organs and organ systems that perform specialized functions.
3. Identify how plant cells differ from animal cells (e.g., cell wall and chloroplasts).

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Grade Seven

Characteristics and Structure of Life

1. Investigate the great variety of body plans and internal structures found in multicellular organisms.

Grade Eight

No indicators present for this benchmark.

ACADEMIC CONTENT STANDARDS

Benchmark B: Describe the characteristics of an organism in terms of a combination of inherited traits and recognize reproduction as a characteristic of living organisms essential to the continuation of the species.

Grade Six

Heredity

4. Recognize that an individual organism does not live forever; therefore reproduction is necessary for the continuation of every species and traits are passed on to the next generation through reproduction.
5. Describe that in asexual reproduction all the inherited traits come from a single parent.
6. Describe that in sexual reproduction an egg and sperm unite and some traits come from each parent, so the offspring is never identical to either of its parents.
7. Recognize that likenesses between parents and offspring (e.g., eye color, flower color) are inherited. Other likenesses, such as table manners are learned.

6

Grade Seven

Evolutionary Theory

8. Investigate the great diversity among organisms.

7

Grade Eight

Heredity

1. Describe that asexual reproduction limits the spread of detrimental characteristics through a species and allows for genetic continuity.
2. Recognize that in sexual reproduction new combinations of traits are produced which may increase or decrease an organism's chances for survival.

8

Evolutionary Theory

3. Explain how variations in structure, behavior or physiology allow some organisms to enhance their reproductive success and survival in a particular environment.

ACADEMIC CONTENT STANDARDS



Benchmark C: Explain how energy entering the ecosystems as sunlight supports the life of organisms through photosynthesis and the transfer of energy through the interactions of organisms and the environment.

Grade Six

*Diversity and
Interdependence of Life*

8. Describe how organisms may interact with one another.

Grade Seven

*Diversity and
Interdependence of Life*

2. Investigate how organisms or populations may interact with one another through symbiotic relationships and how some species have become so adapted to each other that neither could survive without the other (e.g., predator-prey, parasitism, mutualism and commensalism).
3. Explain how the number of organisms an ecosystem can support depends on adequate biotic (living) resources (e.g., plants, animals) and abiotic (non-living) resources (e.g., light, water and soil).
6. Summarize the ways that natural occurrences and human activity affect the transfer of energy in Earth's ecosystems (e.g., fire, hurricanes, roads and oil spills).
7. Explain that photosynthetic cells convert solar energy into chemical energy that is used to carry on life functions or is transferred to consumers and used to carry on their life functions.

Grade Eight

No indicators present for this benchmark.

6

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ACADEMIC CONTENT STANDARDS

Benchmark D: Explain how extinction of a species occurs when the environment changes and its adaptive characteristics are insufficient to allow survival (as seen in evidence of the fossil record).

Grade Six

No indicators present for this benchmark.

Grade Seven

Diversity and Interdependence of Life

4. Investigate how overpopulation impacts an ecosystem.
5. Explain that some environmental changes occur slowly while others occur rapidly (e.g., forest and pond succession, fires and decomposition).

Grade Eight

Evolutionary Theory

4. Explain that diversity of species is developed through gradual processes over many generations (e.g., fossil record).
5. Investigate how an organism adapted to a particular environment may become extinct if the environment, as shown by the fossil record, changes.

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ACADEMIC CONTENT STANDARDS

Grades 6-8

Physical Sciences

Students demonstrate an understanding of the composition of physical systems and the concepts and principles that describe and predict physical interactions and events in the natural world. This includes demonstrating an understanding of the structure and properties of matter, the properties of materials and objects, chemical reactions and the conservation of matter. In addition, it includes understanding the nature, transfer and conservation of energy; motion and the forces affecting motion; and the nature of waves and interactions of matter and energy. Students demonstrate an understanding of the historical perspectives, scientific approaches and emerging scientific issues associated with the physical sciences.



Benchmark A: Relate uses, properties and chemical processes to the behavior and/or arrangement of the small particles that compose matter.

Grade Six

Nature of Matter

1. Explain that equal volumes of different substances usually have different masses.
2. Describe that in a chemical change new substances are formed with different properties than the original substance (e.g., rusting, burning).
3. Describe that in a physical change (e.g., state, shape and size) the chemical properties of a substance remain unchanged.
4. Describe that chemical and physical changes occur all around us (e.g., in the human body, cooking and industry).

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Grade Seven

Nature of Matter

1. Investigate how matter can change forms but the total amount of matter remains constant.

Grade Eight

No indicators present for this benchmark.

ACADEMIC CONTENT STANDARDS



Benchmark B: In simple cases, describe the motion of objects and conceptually describe the effects of forces on an object.

Grade Six

No indicators present for this benchmark.

Grade Seven

No indicators present for this benchmark.

Grade Eight

Forces and Motion

1. Describe how the change in the position (motion) of an object is always judged and described in comparison to a reference point.
2. Explain that motion describes the change in the position of an object (characterized by a speed and direction) as time changes.
3. Explain that an unbalanced force acting on an object changes that object's speed and/or direction.

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ACADEMIC CONTENT STANDARDS

Benchmark C: Describe renewable and nonrenewable sources of energy (e.g., solar, wind, fossil fuels, biomass, hydroelectricity, geothermal and nuclear energy) and the management of these sources.

Grade Six

Nature of Energy

5. Explain that the energy found in nonrenewable resources such as fossil fuels (e.g., oil, coal and natural gas) originally came from the sun and may renew slowly over millions of years.
6. Explain that energy derived from renewable resources such as wind and water is assumed to be available indefinitely.
7. Describe how electric energy can be produced from a variety of sources (e.g., sun, wind and coal).
8. Describe how renewable and nonrenewable energy resources can be managed (e.g., fossil fuels, trees and water).

Grade Seven

No indicators present for this benchmark.

Grade Eight

No indicators present for this benchmark.

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ACADEMIC CONTENT STANDARDS

Benchmark D: Describe that energy takes many forms, some forms represent kinetic energy and some forms represent potential energy; and during energy transformations the total amount of energy remains constant.

Grade Six

No indicators present for this benchmark.

Grade Seven

Nature of Energy

2. Describe how an object can have potential energy due to its position or chemical composition and can have kinetic energy due to its motion.
3. Identify different forms of energy (e.g., electrical, mechanical, chemical, thermal, nuclear, radiant and acoustic).
4. Explain how energy can change forms but the total amount of energy remains constant.
5. Trace energy transformation in a simple closed system (e.g., a flashlight).

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Grade Eight

Nature of Energy

4. Demonstrate that waves transfer energy.
5. Demonstrate that vibrations in materials may produce waves that spread away from the source in all directions (e.g., earthquake waves and sound waves).

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ACADEMIC CONTENT STANDARDS

Grades 6-8

Science and Technology

Students recognize that science and technology are interconnected and that using technology involves assessment of the benefits, risks and costs. Students should build scientific and technological knowledge, as well as the skill required to design and construct devices. In addition, they should develop the processes to solve problems and understand that problems may be solved in several ways.

Benchmark A: Give examples of how technological advances, influenced by scientific knowledge, affect the quality of life.

Grade Six

Understanding Technology

1. Explain how technology influences the quality of life.
2. Explain how decisions about the use of products and systems can result in desirable or undesirable consequences (e.g., social and environmental).
3. Describe how automation (e.g., robots) has changed manufacturing including manual labor being replaced by highly-skilled jobs.
4. Explain how the usefulness of manufactured parts of an object depend on how well their properties allow them to fit and interact with other materials.

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Grade Seven

Understanding Technology

1. Explain how needs, attitudes and values influence the direction of technological development in various cultures.
2. Describe how decisions to develop and use technologies often put environmental and economic concerns in direct competition with each other.
3. Recognize that science can only answer some questions and technology can only solve some human problems.

ACADEMIC CONTENT STANDARDS

Grade Eight

Understanding Technology

1. Examine how science and technology have advanced through the contributions of many different people, cultures and times in history.
2. Examine how choices regarding the use of technology are influenced by constraints caused by various unavoidable factors (e.g., geographic location, limited resources, social, political and economic considerations).

Benchmark B: Design a solution or product taking into account needs and constraints (e.g., cost, time, trade-offs, properties of materials, safety and aesthetics).

Grade Six

Abilities To Do Technological Design

5. Design and build a product or create a solution to a problem given one constraint (e.g., limits of cost and time for design and production, supply of materials and environmental effects).

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Grade Seven

Abilities To Do Technological Design

4. Design and build a product or create a solution to a problem given two constraints (e.g., limits of cost and time for design and production or supply of materials and environmental effects).

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Grade Eight

Abilities To Do Technological Design

3. Design and build a product or create a solution to a problem given more than two constraints (e.g., limits of cost and time for design and production, supply of materials and environmental effects).
4. Evaluate the overall effectiveness of a product design or solution.

ACADEMIC CONTENT STANDARDS

Grades 6-8

Scientific Inquiry

Students develop scientific habits of mind as they use the processes of scientific inquiry to ask valid questions and to gather and analyze information. They understand how to develop hypotheses and make predictions. They are able to reflect on scientific practices as they develop plans of action to create and evaluate a variety of conclusions. Students are also able to demonstrate the ability to communicate their findings to others.



Benchmark A: Explain that there are differing sets of procedures for guiding scientific investigations and procedures are determined by the nature of the investigation, safety considerations and appropriate tools.

Grade Six

Doing Scientific Inquiry

1. Explain that there are not fixed procedures for guiding scientific investigations; however, the nature of an investigation determines the procedures needed.
2. Choose the appropriate tools or instruments and use relevant safety procedures to complete scientific investigations.

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Grade Seven

Doing Scientific Inquiry

1. Explain that variables and controls can affect the results of an investigation and that ideally one variable should be tested at a time; however it is not always possible to control all variables.
2. Identify simple independent and dependent variables.
3. Formulate and identify questions to guide scientific investigations that connect to science concepts and can be answered through scientific investigations.
4. Choose the appropriate tools and instruments and use relevant safety procedures to complete scientific investigations.

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ACADEMIC CONTENT STANDARDS

Grade Eight

Doing Scientific Inquiry

1. Choose the appropriate tools or instruments and use relevant safety procedures to complete scientific investigations.
2. Describe the concepts of sample size and control and explain how these affect scientific investigations.



Benchmark B: Analyze and interpret data from scientific investigations using appropriate mathematical skills in order to draw valid conclusions.

Grade Six

Doing Scientific Inquiry

3. Distinguish between observation and inference.
4. Explain that a single example can never prove that something is always correct, but sometimes a single example can disprove something.

Grade Seven

Doing Scientific Inquiry

5. Analyze alternative scientific explanations and predictions and recognize that there may be more than one good way to interpret a given set of data.
6. Identify faulty reasoning and statements that go beyond the evidence or misinterpret the evidence.
7. Use graphs, tables and charts to study physical phenomena and infer mathematical relationships between variables (e.g., speed and density).

Grade Eight

Doing Scientific Inquiry

3. Read, construct and interpret data in various forms produced by self and others in both written and oral form (e.g., tables, charts, maps, graphs, diagrams and symbols).
4. Apply appropriate math skills to interpret quantitative data (e.g., mean, median and mode).

ACADEMIC CONTENT STANDARDS

Grades 6-8

Scientific Ways of Knowing

Students realize that the current body of scientific knowledge must be based on evidence, be predictive, logical, subject to modification and limited to the natural world. This includes demonstrating an understanding that scientific knowledge grows and advances as new evidence is discovered to support or modify existing theories, as well as to encourage the development of new theories. Students are able to reflect on ethical scientific practices and demonstrate an understanding of how the current body of scientific knowledge reflects the historical and cultural contributions of women and men who provide us with a more reliable and comprehensive understanding of the natural world.

Benchmark A: Use skills of scientific inquiry processes (e.g., hypothesis, record keeping, description and explanation).

Grade Six

Nature of Science

1. Identify that hypotheses are valuable even when they are not supported.

Ethical Practices

2. Describe why it is important to keep clear, thorough and accurate records.

Grade Seven

No indicators present for this benchmark.

Grade Eight

Nature of Science

1. Identify the difference between description (e.g., observation and summary) and explanation (e.g., inference, prediction, significance and importance).

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ACADEMIC CONTENT STANDARDS

Benchmark B: Explain the importance of reproducibility and reduction of bias in scientific methods.

Grade Six

No indicators present for this benchmark.

Grade Seven

Ethical Practices

1. Show that the reproducibility of results is essential to reduce bias in scientific investigations.
2. Describe how repetition of an experiment may reduce bias.

Grade Eight

Ethical Practices

2. Explain why it is important to examine data objectively and not let bias affect observations.

Benchmark C: Give examples of how thinking scientifically is helpful in daily life.

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Grade Six

Science and Society

3. Identify ways scientific thinking is helpful in a variety of everyday settings.
4. Describe how the pursuit of scientific knowledge is beneficial for any career and for daily life.
5. Research how men and women of all countries and cultures have contributed to the development of science.

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Grade Seven

Science and Society

3. Describe how the work of science requires a variety of human abilities and qualities that are helpful in daily life (e.g., reasoning, creativity, skepticism and openness).

Grade Eight

No indicators present for this benchmark.

ACADEMIC CONTENT STANDARDS

Grades 9-10

Earth and Space Sciences

Students demonstrate an understanding about how Earth systems and processes interact in the geosphere resulting in the habitability of Earth. This includes demonstrating an understanding of the composition of the universe, the solar system and Earth. In addition, it includes understanding the properties and the interconnected nature of Earth's systems, processes that shape Earth and Earth's history. Students also demonstrate an understanding of how the concepts and principles of energy, matter, motion and forces explain Earth systems, the solar system and the universe. Finally, they grasp an understanding of the historical perspectives, scientific approaches and emerging scientific issues associated with Earth and space sciences.

Benchmark A: Explain how evidence from stars and other celestial objects provide information about the processes that cause changes in the composition and scale of the physical universe.

Grade Nine

The Universe

1. Describe that stars produce energy from nuclear reactions and that processes in stars have led to the formation of all elements beyond hydrogen and helium.
2. Describe the current scientific evidence that supports the theory of the explosive expansion of the universe, the Big Bang, over 10 billion years ago.

Grade Ten

No indicators present for this benchmark.



Benchmark B: Explain that many processes occur in patterns within the Earth's systems.

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Grade Nine

Earth Systems

4. Explain the relationships of the oceans to the lithosphere and atmosphere (e.g., transfer of energy, ocean currents and landforms).

Grade Ten

Earth Systems

1. Summarize the relationship between the climatic zone and the resultant biomes. (This includes explaining the nature of the rainfall and temperature of the mid-latitude climatic zone that supports the deciduous forest.)

ACADEMIC CONTENT STANDARDS

2. Explain climate and weather patterns associated with certain geographic locations and features (e.g., tornado alley, tropical hurricanes and lake effect snow).

Benchmark C: Explain the 4.5 billion-year-history of Earth and the 4 billion-year-history of life on Earth based on observable scientific evidence in the geologic record.

Grade Nine

The Universe

3. Explain that gravitational forces govern the characteristics and movement patterns of the planets, comets and asteroids in the solar system.

Grade Ten

Earth Systems

3. Explain how geologic time can be estimated by multiple methods (e.g., rock sequences, fossil correlation and radiometric dating).
4. Describe how organisms on Earth contributed to the dramatic change in oxygen content of Earth's early atmosphere.

Benchmark D: Describe the finite nature of Earth's resources and those human activities that can conserve or deplete Earth's resources.

Grade Nine

No indicators present for this benchmark.

9

Grade Ten

Earth Systems

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5. Explain how the acquisition and use of resources, urban growth and waste disposal can accelerate natural change and impact the quality of life.
6. Describe ways that human activity can alter biogeochemical cycles (e.g., carbon and nitrogen cycles) as well as food webs and energy pyramids (e.g., pest control, legume rotation crops vs. chemical fertilizers).

ACADEMIC CONTENT STANDARDS

Benchmark E: Explain the processes that move and shape Earth's surface.

Grade Nine

Processes That Shape Earth

5. Explain how the slow movement of material within Earth results from:
 - a. thermal energy transfer (conduction and convection) from the deep interior;
 - b. the action of gravitational forces on regions of different density.
6. Explain the results of plate tectonic activity (e.g., magma generation, igneous intrusion, metamorphism, volcanic action, earthquakes, faulting and folding).
7. Explain sea-floor spreading and continental drift using scientific evidence (e.g., fossil distributions, magnetic reversals and radiometric dating).

Grade Ten

No indicators present for this benchmark.

Benchmark F: Summarize the historical development of scientific theories and ideas, and describe emerging issues in the study of Earth and space sciences.

Grade Nine

Historical Perspectives and Scientific Revolutions

8. Use historical examples to explain how new ideas are limited by the context in which they are conceived; are often initially rejected by the scientific establishment; sometimes spring from unexpected findings; and usually grow slowly through contributions from many different investigators (e.g., heliocentric theory and plate tectonics theory).

Grade Ten

Historical Perspectives and Scientific Revolutions

7. Describe advances and issues in Earth and space science that have important long-lasting effects on science and society (e.g., geologic time scales, global warming, depletion of resources and exponential population growth).

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ACADEMIC CONTENT STANDARDS

Grades 9-10

Life Sciences

Students demonstrate an understanding of how living systems function and how they interact with the physical environment. This includes an understanding of the cycling of matter and flow of energy in living systems. An understanding of the characteristics, structure and function of cells, organisms and living systems will be developed. Students will also develop a deeper understanding of the principles of heredity, biological evolution, and the diversity and interdependence of life. Students demonstrate an understanding of different historical perspectives, scientific approaches and emerging scientific issues associated with the life sciences.

Benchmark A: Explain that cells are the basic unit of structure and function of living organisms, that once life originated all cells come from pre-existing cells, and that there are a variety of cell types.

Grade Nine

No indicators present for this benchmark.

Grade Ten

Characteristics and Structure of Life

1. Explain that living cells
 - a. are composed of a small number of key chemical elements (carbon, hydrogen, oxygen, nitrogen, phosphorus and sulfur)
 - b. are the basic unit of structure and function of all living things
 - c. come from pre-existing cells after life originated, and
 - d. are different from viruses
2. Compare the structure, function and interrelatedness of cell organelles in eukaryotic cells (e.g., nucleus, chromosome, mitochondria, cell membrane, cell wall, chloroplast, cilia, flagella) and prokaryotic cells.

ACADEMIC CONTENT STANDARDS

Benchmark B: Explain the characteristics of life as indicated by cellular processes and describe the process of cell division and development.

Grade Nine

No indicators present for this benchmark.

Grade Ten

Characteristics and Structure of Life

3. Explain the characteristics of life as indicated by cellular processes including
 - a. homeostasis
 - b. energy transfers and transformation
 - c. transportation of molecules
 - d. disposal of wastes
 - e. synthesis of new molecules
4. Summarize the general processes of cell division and differentiation, and explain why specialized cells are useful to organisms and explain that complex multicellular organisms are formed as highly organized arrangements of differentiated cells.

Benchmark C: Explain the genetic mechanisms and molecular basis of inheritance.

Grade Nine

No indicators present for this benchmark.

Grade Ten

Heredity

5. Illustrate the relationship of the structure and function of DNA to protein synthesis and the characteristics of an organism.
6. Explain that a unit of hereditary information is called a gene, and genes may occur in different forms called alleles (e.g., gene for pea plant height has two alleles, tall and short).

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ACADEMIC CONTENT STANDARDS

7. Describe that spontaneous changes in DNA are mutations, which are a source of genetic variation. When mutations occur in sex cells, they may be passed on to future generations; mutations that occur in body cells may affect the functioning of that cell or the organism in which that cell is found.
8. Use the concepts of Mendelian and non-Mendelian genetics (e.g., segregation, independent assortment, dominant and recessive traits, sex-linked traits and jumping genes) to explain inheritance.

Benchmark D: Explain the flow of energy and the cycling of matter through biological and ecological systems (cellular, organismal and ecological).

Grade Nine

No indicators present for this benchmark.

Grade Ten

*Diversity and
Interdependence of Life*

9. Describe how matter cycles and energy flows through different levels of organization in living systems and between living systems and the physical environment. Explain how some energy is stored and much is dissipated into the environment as thermal energy (e.g., food webs and energy pyramids).
10. Describe how cells and organisms acquire and release energy (photosynthesis, chemosynthesis, cellular respiration and fermentation).
11. Explain that living organisms use matter and energy to synthesize a variety of organic molecules (e.g., proteins, carbohydrates, lipids and nucleic acids) and to drive life processes (e.g., growth, reacting to the environment, reproduction and movement).

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ACADEMIC CONTENT STANDARDS



Benchmark E: Explain how evolutionary relationships contribute to an understanding of the unity and diversity of life.

Grade Nine

No indicators present for this benchmark.

Grade Ten

Diversity and Interdependence of Life

12. Describe that biological classification represents how organisms are related with species being the most fundamental unit of the classification system. Relate how biologists arrange organisms into a hierarchy of groups and subgroups based on similarities and differences that reflect their evolutionary relationships.
13. Explain that the variation of organisms within a species increases the likelihood that at least some members of a species will survive under gradually changing environmental conditions.
14. Relate diversity and adaptation to structures and their functions in living organisms (e.g., adaptive radiation).



Benchmark F: Explain the structure and function of ecosystems and relate how ecosystems change over time.

Grade Nine

No indicators present for this benchmark.

Grade Ten

Diversity and Interdependence of Life

15. Explain how living things interact with biotic and abiotic components of the environment (e.g., predation, competition, natural disasters and weather).
16. Relate how distribution and abundance of organisms and populations in ecosystems are limited by the ability of the ecosystem to recycle materials and the availability of matter, space and energy.
17. Conclude that ecosystems tend to have cyclic fluctuations around a state of approximate equilibrium that can change when climate changes, when one or more new species appear as a result of immigration or when one or more species disappear.

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ACADEMIC CONTENT STANDARDS



Benchmark G: Describe how human activities can impact the status of natural systems.

Grade Nine

No indicators present for this benchmark.

Grade Ten

*Diversity and
Interdependence of Life*

18. Describe ways that human activities can deliberately or inadvertently alter the equilibrium in ecosystems. Explain how changes in technology/biotechnology can cause significant changes, either positive or negative, in environmental quality and carrying capacity.
19. Illustrate how uses of resources at local, state, regional, national, and global levels have affected the quality of life (e.g., energy production and sustainable vs. nonsustainable agriculture).

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ACADEMIC CONTENT STANDARDS

Benchmark H: Describe a foundation of biological evolution as the change in gene frequency of a population over time. Explain the historical and current scientific developments, mechanisms and processes of biological evolution.

Grade Nine

No indicators present for this benchmark.

Grade Ten

Evolutionary Theory

20. Recognize that a change in gene frequency (genetic composition) in a population over time is a foundation of biological evolution.
21. Explain that natural selection provides the following mechanism for evolution; undirected variation in inherited characteristics exist within every species. These characteristics may give individuals an advantage or disadvantage compared to others in surviving and reproducing. The advantaged offspring are more likely to survive and reproduce. Therefore, the proportion of individuals that have advantageous characteristics will increase. When an environment changes, the survival value of some inherited characteristics may change.
22. Describe historical scientific developments that occurred in evolutionary thought (e.g., Lamarck and Darwin, Mendelian Genetics and modern synthesis).
23. Deleted

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Benchmark I: Explain how natural selection and other evolutionary mechanisms account for the unity and diversity of past and present life forms.

Grade Nine

No indicators present for this benchmark.

ACADEMIC CONTENT STANDARDS

Grade Ten

Evolutionary Theory

24. Analyze how natural selection and other evolutionary mechanisms (e.g. genetic drift, immigration, emigration, mutation) and their consequences provide a scientific explanation for the diversity and unity of past life forms, as depicted in the fossil record, and present life forms.
25. Explain that life on Earth is thought to have begun as simple, one celled organisms approximately 4 billion years ago. During most of the history of Earth only single celled microorganisms existed, but once cells with nuclei developed about a billion years ago, increasingly complex multicellular organisms evolved.



Benchmark J: Summarize the historical development of scientific theories and ideas, and describe emerging issues in the study of life sciences.

Grade Nine

No indicators present for this benchmark.

Grade Ten

Historical Perspectives and Scientific Revolutions

26. Use historical examples to explain how new ideas are limited by the context in which they are conceived. These ideas are often rejected by the scientific establishment; sometimes spring from unexpected findings; and usually grow slowly through contributions from many different investigators (e.g., biological evolution, germ theory, biotechnology and discovering germs).
27. Describe advances in life sciences that have important long-lasting effects on science and society (e.g., biological evolution, germ theory, biotechnology and discovering germs).
28. Analyze and investigate emerging scientific issues (e.g., genetically modified food, stem cell research, genetic research and cloning).

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ACADEMIC CONTENT STANDARDS

Grades 9-10

Physical Sciences

Students demonstrate an understanding of the composition of physical systems and the concepts and principles that describe and predict physical interactions and events in the natural world. This includes demonstrating an understanding of the structure and properties of matter, the properties of materials and objects, chemical reactions and the conservation of matter. In addition, it includes understanding the nature, transfer and conservation of energy; motion and the forces affecting motion; and the nature of waves and interactions of matter and energy. Students demonstrate an understanding of the historical perspectives, scientific approaches and emerging scientific issues associated with the physical sciences.



Benchmark A: Describe that matter is made of minute particles called atoms and atoms are comprised of even smaller components. Explain the structure and properties of atoms.

Grade Nine

Nature of Matter

1. Recognize that all atoms of the same element contain the same number of protons, and elements with the same number of protons may or may not have the same mass. Those with different masses (different numbers of neutrons) are called isotopes.
2. Illustrate that atoms with the same number of positively charged protons and negatively charged electrons are electrically neutral.
4. Show that when elements are listed in order according to the number of protons (called the atomic number), the repeating patterns of physical and chemical properties identify families of elements. Recognize that the periodic table was formed as a result of the repeating pattern of electron configurations.
5. Describe how ions are formed when an atom or a group of atoms acquire an unbalanced charge by gaining or losing one or more electrons.

Grade Ten

No indicators present for this benchmark.

ACADEMIC CONTENT STANDARDS

Benchmark B: Explain how atoms react with each other to form other substances and how molecules react with each other or other atoms to form even different substances.

Grade Nine

Nature of Matter

6. Explain that the electric force between the nucleus and the electrons hold an atom together. Relate that on a larger scale, electric forces hold solid and liquid materials together (e.g., salt crystals and water).
7. Show how atoms may be bonded together by losing, gaining or sharing electrons and that in a chemical reaction, the number, type of atoms and total mass must be the same before and after the reaction (e.g., writing correct chemical formulas and writing balanced chemical equations).
8. Demonstrate that the pH scale (0-14) is used to measure acidity and classify substances or solutions as acidic, basic, or neutral.

Grade Ten

No indicators present for this benchmark.

Benchmark C: Describe the identifiable physical properties of substances (e.g., color, hardness, conductivity, density, concentration and ductility). Explain how changes in these properties can occur without changing the chemical nature of the substance.

Grade Nine

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Nature of Matter

9. Investigate the properties of pure substances and mixtures (e.g., density, conductivity, hardness, properties of alloys, superconductors and semiconductors).
10. Compare the conductivity of different materials and explain the role of electrons in the ability to conduct electricity.

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Grade Ten

No indicators present for this benchmark.

ACADEMIC CONTENT STANDARDS

Benchmark D: Explain the movement of objects by applying Newton's three laws of motion.

Grade Nine

Forces and Motion

21. Demonstrate that motion is a measurable quantity that depends on the observer's frame of reference and describe the object's motion in terms of position, velocity, acceleration and time.
22. Demonstrate that any object does not accelerate (remains at rest or maintains a constant speed and direction of motion) unless an unbalanced (net) force acts on it.
23. Explain the change in motion (acceleration) of an object. Demonstrate that the acceleration is proportional to the net force acting on the object and inversely proportional to the mass of the object. ($F_{\text{net}}=ma$. Note that weight is the gravitational force on a mass.)
24. Demonstrate that whenever one object exerts a force on another, an equal amount of force is exerted back on the first object.
25. Demonstrate the ways in which frictional forces constrain the motion of objects (e.g., a car traveling around a curve, a block on an inclined plane, a person running, an airplane in flight).

Grade Ten

No indicators present for this benchmark.

Benchmark E: Demonstrate that energy can be considered to be either kinetic (motion) or potential (stored).

Grade Nine

Nature of Energy

12. Explain how an object's kinetic energy depends on its mass and its speed ($KE=\frac{1}{2}mv^2$).
13. Demonstrate that near Earth's surface an object's gravitational potential energy depends upon its weight (mg where m is the object's mass and g is the acceleration due to gravity) and height (h) above a reference surface ($PE=mgh$).

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ACADEMIC CONTENT STANDARDS

Grade Ten

No indicators present for this benchmark.

Benchmark F: Explain how energy may change form or be redistributed but the total quantity of energy is conserved.

Grade Nine

Nature of Matter

3. Describe radioactive substances as unstable nuclei that undergo random spontaneous nuclear decay emitting particles and/or high energy wavelike radiation.

Nature of Energy

11. Explain how thermal energy exists in the random motion and vibrations of atoms and molecules. Recognize that the higher the temperature, the greater the average atomic or molecular motion, and during changes of state the temperature remains constant.
14. Summarize how nuclear reactions convert a small amount of matter into a large amount of energy. (Fission involves the splitting of a large nucleus into smaller nuclei; fusion is the joining of two small nuclei into a larger nucleus at extremely high energies.)
15. Trace the transformations of energy within a system (e.g., chemical to electrical to mechanical) and recognize that energy is conserved. Show that these transformations involve the release of some thermal energy.
16. Illustrate that chemical reactions are either endothermic or exothermic (e.g., cold packs, hot packs and the burning of fossil fuels).
17. Demonstrate that thermal energy can be transferred by conduction, convection or radiation (e.g., through materials by the collision of particles, moving air masses or across empty space by forms of electromagnetic radiation).

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Grade Ten

No indicators present for this benchmark.

ACADEMIC CONTENT STANDARDS

Benchmark G: Demonstrate that waves (e.g., sound, seismic, water and light) have energy and waves can transfer energy when they interact with matter.

Grade Nine

Nature of Energy

18. Demonstrate that electromagnetic radiation is a form of energy. Recognize that light acts as a wave. Show that visible light is a part of the electromagnetic spectrum (e.g., radio waves, microwaves, infrared, visible light, ultraviolet, X-rays, and gamma rays).
19. Show how the properties of a wave depend on the properties of the medium through which it travels. Recognize that electromagnetic waves can be propagated without a medium.
20. Describe how waves can superimpose on one another when propagated in the same medium. Analyze conditions in which waves can bend around corners, reflect off surfaces, are absorbed by materials they enter, and change direction and speed when entering a different material.

Grade Ten

No indicators present for this benchmark.

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ACADEMIC CONTENT STANDARDS



Benchmark H: Trace the historical development of scientific theories and ideas, and describe emerging issues in the study of physical sciences.

Grade Nine

*Historical Perspectives
and Scientific
Revolutions*

26. Use historical examples to explain how new ideas are limited by the context in which they are conceived; are often initially rejected by the scientific establishment; sometimes spring from unexpected findings; and usually grow slowly through contributions from many different investigators (e.g., atomic theory, quantum theory and Newtonian mechanics).
27. Describe advances and issues in physical science that have important, long-lasting effects on science and society (e.g., atomic theory, quantum theory, Newtonian mechanics, nuclear energy, nanotechnology, plastics, ceramics and communication technology).

Grade Ten

No indicators present for this benchmark.

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ACADEMIC CONTENT STANDARDS

Grades 9-10

Science and Technology

Students recognize that science and technology are interconnected and that using technology involves assessment of the benefits, risks and costs. Students should build scientific and technological knowledge, as well as the skill required to design and construct devices. In addition, they should develop the processes to solve problems and understand that problems may be solved in several ways.

Benchmark A: Explain the ways in which the processes of technological design respond to the needs of society.

Grade Nine

Abilities To Do Technological Design

2. Identify a problem or need, propose designs and choose among alternative solutions for the problem.
3. Explain why a design should be continually assessed and the ideas of the design should be tested, adapted and refined.

Grade Ten

Abilities To Do Technological Design

3. Explain that when evaluating a design for a device or process, thought should be given to how it will be manufactured, operated, maintained, replaced and disposed of in addition to who will sell, operate and take care of it. Explain how the costs associated with these considerations may introduce additional constraints on the design.

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ACADEMIC CONTENT STANDARDS

Benchmark B: Explain that science and technology are interdependent; each drives the other.

Grade Nine

*Understanding
Technology*

1. Describe means of comparing the benefits with the risks of technology and how science can inform public policy.

Grade Ten

*Understanding
Technology*

1. Cite examples of ways that scientific inquiry is driven by the desire to understand the natural world and how technology is driven by the need to meet human needs and solve human problems.
2. Describe examples of scientific advances and emerging technologies and how they may impact society.

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ACADEMIC CONTENT STANDARDS

Grades 9-10

Scientific Inquiry

Students develop scientific habits of mind as they use the processes of scientific inquiry to ask valid questions and to gather and analyze information. They understand how to develop hypotheses and make predictions. They are able to reflect on scientific practices as they develop plans of action to create and evaluate a variety of conclusions. Students are also able to demonstrate the ability to communicate their findings to others.



Benchmark A: Participate in and apply the processes of scientific investigation to create models and to design, conduct, evaluate and communicate the results of these investigations.

Grade Nine

Doing Scientific Inquiry

1. Distinguish between observations and inferences given a scientific situation.
2. Research and apply appropriate safety precautions when designing and conducting scientific investigations (e.g., OSHA, Material Safety Data Sheets [MSDS], eyewash, goggles and ventilation).
3. Construct, interpret and apply physical and conceptual models that represent or explain systems, objects, events or concepts.
4. Decide what degree of precision based on the data is adequate and round off the results of calculator operations to the proper number of significant figures to reasonably reflect those of the inputs.
5. Develop oral and written presentations using clear language, accurate data, appropriate graphs, tables, maps and available technology.
6. Draw logical conclusions based on scientific knowledge and evidence from investigations.

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Grade Ten

Doing Scientific Inquiry

1. Research and apply appropriate safety precautions when designing and conducting scientific investigations (e.g. OSHA, MSDS, eyewash, goggles and ventilation).
2. Present scientific findings using clear language, accurate data, appropriate graphs, tables, maps and available technology.

ACADEMIC CONTENT STANDARDS

3. Use mathematical models to predict and analyze natural phenomena.
4. Draw conclusions from inquiries based on scientific knowledge and principles, the use of logic and evidence (data) from investigations.
5. Explain how new scientific data can cause any existing scientific explanation to be supported, revised or rejected.

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ACADEMIC CONTENT STANDARDS

Grades 9-10

Scientific Ways of Knowing

Students realize that the current body of scientific knowledge must be based on evidence, be predictive, logical, subject to modification and limited to the natural world. This includes demonstrating an understanding that scientific knowledge grows and advances as new evidence is discovered to support or modify existing theories, as well as to encourage the development of new theories. Students are able to reflect on ethical scientific practices and demonstrate an understanding of how the current body of scientific knowledge reflects the historical and cultural contributions of women and men who provide us with a more reliable and comprehensive understanding of the natural world.

Benchmark A: Explain that scientific knowledge must be based on evidence, be predictive, logical, subject to modification and limited to the natural world.

Grade Nine

Nature of Science

1. Comprehend that many scientific investigations require the contributions of women and men from different disciplines in and out of science. These people study different topics, use different techniques and have different standards of evidence but share a common purpose - to better understand a portion of our universe.
3. Demonstrate that reliable scientific evidence improves the ability of scientists to offer accurate predictions.

Grade Ten

Nature of Science

1. Discuss science as a dynamic body of knowledge that can lead to the development of entirely new disciplines.
2. Describe that scientists may disagree about explanations of phenomena, about interpretation of data or about the value of rival theories, but they do agree that questioning, response to criticism and open communication are integral to the process of science.
3. Recognize that science is a systematic method of continuing investigation, based on observation, hypothesis testing, measurement, experimentation, and theory building, which leads to more adequate explanations of natural phenomena.

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ACADEMIC CONTENT STANDARDS

Benchmark B: Explain how scientific inquiry is guided by knowledge, observations, ideas and questions.

Grade Nine

Scientific Theories

5. Justify that scientific theories are explanations of large bodies of information and/or observations that withstand repeated testing.
6. Explain that inquiry fuels observation and experimentation that produce data that are the foundation of scientific disciplines. Theories are explanations of these data.
7. Recognize that scientific knowledge and explanations have changed over time, almost always building on earlier knowledge.

Grade Ten

No indicators present for this benchmark.

Benchmark C: Describe the ethical practices and guidelines in which science operates.

Grade Nine

Nature of Science

2. Illustrate that the methods and procedures used to obtain evidence must be clearly reported to enhance opportunities for further investigations.

Ethical Practices

4. Explain how support of ethical practices in science (e.g., individual observations and confirmations, accurate reporting, peer review and publication) are required to reduce bias.

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Grade Ten

Ethical Practices

4. Recognize that ethical considerations limit what scientists can do.
5. Recognize that research involving voluntary human subjects should be conducted only with the informed consent of the subjects and follow rigid guidelines and/or laws.
6. Recognize that animal-based research must be conducted according to currently accepted professional standards and laws.

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ACADEMIC CONTENT STANDARDS

Benchmark D: Recognize that scientific literacy is part of being a knowledgeable citizen.

Grade Nine

Science and Society

8. Illustrate that much can be learned about the internal workings of science and the nature of science from the study of scientists, their daily work and their efforts to advance scientific knowledge in their area of study.
9. Investigate how the knowledge, skills and interests learned in science classes apply to the careers students plan to pursue.

Grade Ten

Science and Society

7. Investigate how the knowledge, skills and interests learned in science classes apply to the careers students plan to pursue.

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ACADEMIC CONTENT STANDARDS

Grades 11-12

Earth and Space Sciences

Students demonstrate an understanding about how Earth systems and processes interact in the geosphere resulting in the habitability of Earth. This includes demonstrating an understanding of the composition of the universe, the solar system and Earth. In addition, it includes understanding the properties and the interconnected nature of Earth's systems, processes that shape Earth and Earth's history. Students also demonstrate an understanding of how the concepts and principles of energy, matter, motion and forces explain Earth systems, the solar system and the universe. Finally, they grasp an understanding of the historical perspectives, scientific approaches and emerging scientific issues associated with Earth and space sciences.

Benchmark A: Explain how technology can be used to gather evidence and increase our understanding of the universe.

Grade Eleven

The Universe

1. Describe how the early Earth was different from the planet we live on today, and explain the formation of the sun, Earth and the rest of the solar system from a nebular cloud of dust and gas approximately 4.5 billion years ago.

Grade Twelve

The Universe

1. Explain how scientists obtain information about the universe by using technology to detect electromagnetic radiation that is emitted, reflected or absorbed by stars and other objects.
2. Explain how the large-scale motion of objects in the universe is governed by gravitational forces and detected by observing electromagnetic radiation.
3. Explain how information about the universe is inferred by understanding that stars and other objects in space emit, reflect or absorb electromagnetic radiation, which we then detect.
4. Explain how astronomers infer that the whole universe is expanding by understanding how light seen from distant galaxies has longer apparent wavelengths than comparable light sources close to Earth.

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ACADEMIC CONTENT STANDARDS



Benchmark B: Describe how Earth is made up of a series of interconnected systems and how a change in one system affects other systems.

Grade Eleven

Earth Systems

2. Analyze how the regular and predictable motions of Earth, sun and moon explain phenomena on Earth (e.g., seasons, tides, eclipses and phases of the moon).
3. Explain heat and energy transfers in and out of the atmosphere and its involvement in weather and climate (radiation, conduction, convection and advection).
4. Explain the impact of oceanic and atmospheric currents on weather and climate.
5. Use appropriate data to analyze and predict upcoming trends in global weather patterns (e.g., el Niño and la Niña, melting glaciers and icecaps and changes in ocean surface temperatures).
6. Explain how interactions among Earth's lithosphere, hydrosphere, atmosphere and biosphere have resulted in the ongoing changes of Earth's system.
7. Describe the effects of particulates and gases in the atmosphere including those originating from volcanic activity.
8. Describe the normal adjustments of Earth, which may be hazardous for humans. Recognize that humans live at the interface between the atmosphere driven by solar energy and the upper mantle where convection creates changes in Earth's solid crust. Realize that as societies have grown, become stable and come to value aspects of the environment, vulnerability to natural processes of change has increased.
10. Interpret weather maps and their symbols to predict changing weather conditions worldwide (e.g., monsoons, hurricanes and cyclones).

Grade Twelve

Earth Systems

5. Investigate how thermal energy transfers in the world's oceans impact physical features (e.g., ice caps, oceanic and atmospheric currents) and weather patterns.
6. Describe how scientists estimate how much of a given resource is available on Earth.

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ACADEMIC CONTENT STANDARDS



Benchmark C: Explain that humans are an integral part of the Earth's system and the choices humans make today impact natural systems in the future.

Grade Eleven

Earth Systems

9. Explain the effects of biomass and human activity on climate (e.g., climatic change and global warming).
11. Analyze how materials from human societies (e.g., radioactive waste and air pollution) affect both physical and chemical cycles of Earth.
12. Explain ways in which humans have had a major effect on other species (e.g., the influence of humans on other organisms occurs through land use, which decreases space available to other species and pollution, which changes the chemical composition of air, soil and water).
13. Explain how human behavior affects the basic processes of natural ecosystems and the quality of the atmosphere, hydrosphere and lithosphere.
14. Conclude that Earth has finite resources and explain that humans deplete some resources faster than they can be renewed.

Grade Twelve

No indicators present for this benchmark.

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ACADEMIC CONTENT STANDARDS



Benchmark D: Summarize the historical development of scientific theories and ideas and describe emerging issues in the study of Earth and space sciences.

Grade Eleven

*Historical Perspectives
and Scientific
Revolutions*

15. Use historical examples to show how new ideas are limited by the context in which they are conceived; are often rejected by the social establishment; sometimes spring from unexpected findings; and usually grow slowly through contributions from many different investigators (e.g., global warming, Heliocentric Theory and Theory of Continental Drift).
16. Describe advances in Earth and space science that have important long-lasting effects on science and society (e.g., global warming, Heliocentric Theory and Plate Tectonics Theory).

Grade Twelve

No indicators present for this benchmark.

ACADEMIC CONTENT STANDARDS

Grades 11-12

Life Sciences

Students demonstrate an understanding of how living systems function and how they interact with the physical environment. This includes an understanding of the cycling of matter and flow of energy in living systems. An understanding of the characteristics, structure and function of cells, organisms and living systems will be developed. Students will also develop a deeper understanding of the principles of heredity, biological evolution, and the diversity and interdependence of life. Students demonstrate an understanding of different historical perspectives, scientific approaches and emerging scientific issues associated with the life sciences.

Benchmark A: Explain how processes at the cellular level affect the functions and characteristics of an organism.

Grade Eleven

Characteristics and Structure of Life

1. Describe how the maintenance of a relatively stable internal environment is required for the continuation of life, and explain how stability is challenged by changing physical, chemical and environmental conditions as well as the presence of pathogens.
2. Recognize that chemical bonds of food molecules contain energy. Energy is released when the bonds of food molecules are broken and new compounds with lower energy bonds are formed. Some of this energy is released as thermal energy.

Grade Twelve

Characteristics and Structure of Life

1. Recognize that information stored in DNA provides the instructions for assembling protein molecules used by the cells that determine the characteristics of the organism.
2. Explain why specialized cells/structures are useful to plants and animals (e.g., stoma, phloem, xylem, blood, nerve, muscle, egg and sperm).
3. Explain that the sun is essentially the primary source of energy for life. Plants capture energy by absorbing light and using it to form strong (covalent) chemical bonds between the atoms of carbon-containing (organic) molecules.

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ACADEMIC CONTENT STANDARDS

4. Explain that carbon-containing molecules can be used to assemble larger molecules with biological activity (including proteins, DNA, sugars and fats). In addition, the energy stored in bonds between the atoms (chemical energy) can be used as sources of energy for life processes.



Benchmark B: Explain how humans are connected to and impact natural systems.

Grade Eleven

Characteristics and Structure of Life

3. Relate how birth rates, fertility rates and death rates are affected by various environmental factors.
4. Examine the contributing factors of human population growth that impact natural systems such as levels of education, children in the labor force, education and employment of women, infant mortality rates, costs of raising children, birth control methods, and cultural norms.
5. Investigate the impact on the structure and stability of ecosystems due to changes in their biotic and abiotic components as a result of human activity.

Grade Twelve

No indicators present for this benchmark.

Benchmark C: Explain how the molecular basis of life and the principles of genetics determine inheritance.

Grade Eleven

No indicators present for this benchmark.

Grade Twelve

Heredity

5. Examine the inheritance of traits through one or more genes and how a single gene can influence more than one trait.
6. Explain how developmental differentiation is regulated through the expression of different genes.

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ACADEMIC CONTENT STANDARDS



Benchmark D: Relate how biotic and abiotic global changes have occurred in the past and will continue to do so in the future.

Grade Eleven

Evolutionary Theory

12. Recognize that ecosystems change when significant climate changes occur or when one or more new species appear as a result of immigration or speciation.
13. Describe how the process of evolution has changed the physical world over geologic time.
14. Describe how geologic time can be estimated by observing rock sequences and using fossils to correlate the sequences at various locations. Recognize that current methods include using the known decay rates of radioactive isotopes present in rocks to measure the time since the rock was formed.

Grade Twelve

Evolutionary Theory

10. Explain additional components of the evolution theory, including genetic drift, immigration, emigration and mutation.

Benchmark E: Explain the interconnectedness of the components of a natural system.

Grade Eleven

Diversity and Interdependence of Life

6. Predict some possible impacts on an ecosystem with the introduction of a non-native species.
7. Show how populations can increase through linear or exponential growth with corresponding effects on resource use and environmental pollution.
8. Recognize that populations can reach or temporarily exceed the carrying capacity of a given environment. Show that the limitation is not just the availability of space but the number of organisms in relation to resources and the capacity of earth systems to support life.
10. Explain how environmental factors can influence heredity or development of organisms.

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ACADEMIC CONTENT STANDARDS

Grade Twelve

Diversity and Interdependence of Life

7. Relate diversity and adaptation to structures and functions of living organisms at various levels of organization.
8. Based on the structure and stability of ecosystems and their nonliving components, predict the biotic and abiotic changes in such systems when disturbed (e.g. introduction of non-native species, climatic change, etc.).
9. Explain why and how living systems require a continuous input of energy to maintain their chemical and physical organization. Explain that with death and the cessation of energy input, living systems rapidly disintegrate toward more disorganized states.



Benchmark F: Explain how human choices today will affect the quality and quantity of life on earth.

Grade Eleven

Diversity and Interdependence of Life

9. Give examples of how human activity can accelerate rates of natural change and can have unforeseen consequences.
11. Investigate issues of environmental quality at local, regional, national and global levels such as population growth, resource use, population distribution, over-consumption, the capacity of technology to solve problems, poverty, the role of economics, politics and different ways humans view the earth.

Grade Twelve

No indicators present for this benchmark.

ACADEMIC CONTENT STANDARDS



Benchmark G: Summarize the historical development of scientific theories and ideas within the study of life sciences.

Grade Eleven

No indicators present for this benchmark.

Grade Twelve

*Historical Perspectives
and Scientific
Revolutions*

11. Trace the historical development of a biological theory or idea (e.g., genetics, cytology and germ theory).
12. Describe advances in life sciences that have important, long-lasting effects on science and society (e.g., biotechnology).

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ACADEMIC CONTENT STANDARDS

Grades 11-12

Physical Sciences

Students demonstrate an understanding of the composition of physical systems and the concepts and principles that describe and predict physical interactions and events in the natural world. This includes demonstrating an understanding of the structure and properties of matter, the properties of materials and objects, chemical reactions and the conservation of matter. In addition, it includes understanding the nature, transfer and conservation of energy; motion and the forces affecting motion; and the nature of waves and interactions of matter and energy. Students demonstrate an understanding of the historical perspectives, scientific approaches and emerging scientific issues associated with the physical sciences.



Benchmark A: Explain how variations in the arrangement and motion of atoms and molecules form the basis of a variety of biological, chemical and physical phenomena.

Grade Eleven

Nature of Matter

1. Explain that elements with the same number of protons may or may not have the same mass and those with different masses (different numbers of neutrons) are called isotopes. Some of these are radioactive.

Grade Twelve

Nature of Matter

1. Explain how atoms join with one another in various combinations in distinct molecules or in repeating crystal patterns.
2. Describe how a physical, chemical or ecological system in equilibrium may return to the same state of equilibrium if the disturbances it experiences are small. Large disturbances may cause it to escape that equilibrium and eventually settle into some other state of equilibrium.
4. Recognize that at low temperatures some materials become superconducting and offer little or no resistance to the flow of electrons.

ACADEMIC CONTENT STANDARDS

Benchmark B: Recognize that some atomic nuclei are unstable and will spontaneously break down.

Grade Eleven

No indicators present for this benchmark.

Grade Twelve

Nature of Energy

10. Explain the characteristics of isotopes. The nuclei of radioactive isotopes are unstable and spontaneously decay emitting particles and/or wavelike radiation. It cannot be predicted exactly when, if ever, an unstable nucleus will decay, but a large group of identical nuclei decay at a predictable rate.
11. Use the predictability of decay rates and the concept of half-life to explain how radioactive substances can be used in estimating the age of materials.

Benchmark C: Describe how atoms and molecules can gain or lose energy only in discrete amounts.

Grade Eleven

Forces and Motion

3. Describe real world examples showing that all energy transformations tend toward disorganized states (e.g., fossil fuel combustion, food pyramids and electrical use).

Grade Twelve

Nature of Energy

12. Describe how different atomic energy levels are associated with the electron configurations of atoms and electron configurations (and/or conformations) of molecules.
13. Explain how atoms and molecules can gain or lose energy in particular discrete amounts (quanta or packets); therefore they can only absorb or emit light at the wavelengths corresponding to these amounts.

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ACADEMIC CONTENT STANDARDS



Benchmark D: Apply principles of forces and motion to mathematically analyze, describe and predict the net effects on objects or systems.

Grade Eleven

Forces and Motion

4. Explain how electric motors and generators work (e.g., relate that electricity and magnetism are two aspects of a single electromagnetic force). Investigate that electric charges in motion produce magnetic fields and a changing magnetic field creates an electric field.

Grade Twelve

Nature of Matter

3. Explain how all matter tends toward more disorganized states and describe real world examples (e.g., erosion of rocks and expansion of the universe).

Forces and Motion

5. Use and apply the laws of motion to analyze, describe and predict the effects of forces on the motions of objects mathematically.
6. Recognize that the nuclear forces that hold the nucleus of an atom together, at nuclear distances, are stronger than the electric forces that would make it fly apart.
7. Recognize that nuclear forces are much stronger than electromagnetic forces, and electromagnetic forces are vastly stronger than gravitational forces. The strength of the nuclear forces explains why greater amounts of energy are released from nuclear reactions (e.g., from atomic and hydrogen bombs and in the sun and other stars).
8. Describe how the observed wavelength of a wave depends upon the relative motion of the source and the observer (Doppler effect). If either is moving towards the other, the observed wavelength is shorter; if either is moving away, the observed wavelength is longer (e.g., weather radar, bat echoes and police radar).
9. Describe how gravitational forces act between all masses and always create a force of attraction. Recognize that the strength of the force is proportional to the masses and weakens rapidly with increasing distance between them.

ACADEMIC CONTENT STANDARDS



Benchmark E: Summarize the historical development of scientific theories and ideas within the study of physical sciences.

Grade Eleven

Nature of Matter

2. Explain that humans have used unique bonding of carbon atoms to make a variety of molecules (e.g., plastics).

Grade Twelve

*Historical Perspectives
and Scientific
Revolutions*

14. Use historical examples to explain how new ideas are limited by the context in which they are conceived; are often initially rejected by the scientific establishment; sometimes spring from unexpected findings; and usually grow slowly through contributions from many different investigators (e.g., nuclear energy, quantum theory and theory of relativity).
15. Describe concepts/ideas in physical sciences that have important, long-lasting effects on science and society (e.g., quantum theory, theory of relativity, age of the universe).

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ACADEMIC CONTENT STANDARDS

Grades 11-12

Science and Technology

Students recognize that science and technology are interconnected and that using technology involves assessment of the benefits, risks and costs. Students should build scientific and technological knowledge, as well as the skill required to design and construct devices. In addition, they should develop the processes to solve problems and understand that problems may be solved in several ways.

Benchmark A: Predict how human choices today will determine the quality and quantity of life on Earth.

Grade Eleven

Understanding Technology

1. Identify that science and technology are essential social enterprises but alone they can only indicate what can happen, not what should happen. Realize the latter involves human decisions about the use of knowledge.
2. Predict how decisions regarding the implementation of technologies involve the weighing of trade-offs between predicted positive and negative effects on the environment and/or humans.
3. Explore and explain any given technology that may have a different value for different groups of people and at different points in time (e.g., new varieties of farm plants and animals have been engineered by manipulating their genetic instructions to reproduce new characteristics).
4. Explain why basic concepts and principles of science and technology should be a part of active debate about the economics, policies, politics and ethics of various science-related and technology-related challenges.
5. Investigate that all fuels (e.g., fossil, solar and nuclear) have advantages and disadvantages; therefore society must consider the trade-offs among them (e.g., economic costs and environmental impact).
6. Research sources of energy beyond traditional fuels and the advantages, disadvantages and trade-offs society must consider when using alternative sources (e.g., biomass, solar, hybrid engines, wind and fuel cells).

ACADEMIC CONTENT STANDARDS

Grade Twelve

Understanding Technology

1. Explain how science often advances with the introduction of new technologies and how solving technological problems often results in new scientific knowledge.
2. Describe how new technologies often extend the current levels of scientific understanding and introduce new areas of research.
3. Research how scientific inquiry is driven by the desire to understand the natural world and how technological design is driven by the need to meet human needs and solve human problems.
4. Explain why basic concepts and principles of science and technology should be a part of active debate about the economics, policies, politics and ethics of various science-related and technology-related challenges.

ACADEMIC CONTENT STANDARDS

Grades 11-12

Scientific Inquiry

Students develop scientific habits of mind as they use the processes of scientific inquiry to ask valid questions and to gather and analyze information. They understand how to develop hypotheses and make predictions. They are able to reflect on scientific practices as they develop plans of action to create and evaluate a variety of conclusions. Students are also able to demonstrate the ability to communicate their findings to others.

Benchmark A: Make appropriate choices when designing and participating in scientific investigations by using cognitive and manipulative skills when collecting data and formulating conclusions from the data.

Grade Eleven

Doing Scientific Inquiry

1. Formulate testable hypotheses. Develop and explain the appropriate procedures, controls and variables (dependent and independent) in scientific experimentation.
2. Evaluate assumptions that have been used in reaching scientific conclusions.
3. Design and carry out scientific inquiry (investigation), communicate and critique results through peer review.
4. Explain why the methods of an investigation are based on the questions being asked.
5. Summarize data and construct a reasonable argument based on those data and other known information.

Grade Twelve

Doing Scientific Inquiry

1. Formulate testable hypotheses. Develop and explain the appropriate procedures, controls and variables (dependent and independent) in scientific experimentation.
2. Derive simple mathematical relationships that have predictive power from experimental data (e.g., derive an equation from a graph and vice versa, determine whether a linear or exponential relationship exists among the data in a table).
3. Research and apply appropriate safety precautions when designing and/or conducting scientific investigations (e.g., OSHA, MSDS, eyewash, goggles and ventilation).

ACADEMIC CONTENT STANDARDS

4. Create and clarify the method, procedures, controls and variables in complex scientific investigations.
5. Use appropriate summary statistics to analyze and describe data.

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ACADEMIC CONTENT STANDARDS

Grades 11-12

Scientific Ways of Knowing

Students realize that the current body of scientific knowledge must be based on evidence, be predictive, logical, subject to modification and limited to the natural world. This includes demonstrating an understanding that scientific knowledge grows and advances as new evidence is discovered to support or modify existing theories, as well as to encourage the development of new theories. Students are able to reflect on ethical scientific practices and demonstrate an understanding of how the current body of scientific knowledge reflects the historical and cultural contributions of women and men who provide us with a more reliable and comprehensive understanding of the natural world.



Benchmark A: Explain how scientific evidence is used to develop and revise scientific predictions, ideas or theories.

Grade Eleven

Nature of Science

1. Analyze a set of data to derive a hypothesis and apply that hypothesis to a similar phenomenon (e.g., biome data).
2. Apply scientific inquiry to evaluate results of scientific investigations, observations, theoretical models and the explanations proposed by other scientists.
3. Demonstrate that scientific explanations adhere to established criteria, for example a proposed explanation must be logically consistent, it must abide by the rules of evidence and it must be open to questions and modifications.
4. Explain why scientists can assume that the universe is a vast single system in which the basic rules are the same everywhere.

Scientific Theories

7. Explain how theories are judged by how well they fit with other theories, the range of included observations, how well they explain observations and how effective they are in predicting new findings.

Grade Twelve

Nature of Science

1. Give examples that show how science is a social endeavor in which scientists share their knowledge with the expectation that it will be challenged continuously by the scientific community and others.

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ACADEMIC CONTENT STANDARDS

2. Evaluate scientific investigations by reviewing current scientific knowledge and the experimental procedures used, examining the evidence, identifying faulty reasoning, pointing out statements that go beyond the evidence and suggesting alternative explanations for the same observations.
3. Select a scientific model, concept or theory and explain how it has been revised over time based on new knowledge, perceptions or technology.
4. Analyze a set of data to derive a principle and then apply that principle to a similar phenomenon (e.g., predator-prey relationships and properties of semiconductors).
5. Describe how individuals and teams contribute to science and engineering at different levels of complexity (e.g., an individual may conduct basic field studies, hundreds of people may work together on major scientific questions or technical problem).

Benchmark B: Explain how ethical considerations shape scientific endeavors.

Grade Eleven

Ethical Practices

5. Recognize that bias affects outcomes. People tend to ignore evidence that challenges their beliefs but accept evidence that supports their beliefs. Scientist attempt to avoid bias in their work.
6. Describe the strongly held traditions of science that serve to keep scientists within the bounds of ethical professional behavior.

Grade Twelve

No indicators present for this benchmark.

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ACADEMIC CONTENT STANDARDS

Benchmark C: Explain how societal issues and considerations affect the progress of science and technology.

Grade Eleven

Science and Society

8. Explain that the decision to develop a new technology is influenced by societal opinions and demands and by cost benefit considerations.
9. Explain how natural and human-induced hazards present the need for humans to assess potential danger and risk. Many changes in the environment designed by humans bring benefits to society as well as cause risks.
10. Describe costs and trade-offs of various hazards - ranging from those with minor risk to a few people, to major catastrophes with major risk to many people. The scale of events and the accuracy with which scientists and engineers can (and cannot) predict events are important considerations.
11. Research the role of science and technology in careers that students plan to pursue.

Grade Twelve

Ethical Practices

6. Explain that scientists may develop and apply ethical tests to evaluate the consequences of their research when appropriate.

Science and Society

7. Describe the current and historical contributions of diverse peoples and cultures to science and technology and the scarcity and inaccessibility of information on some of these contributions.
8. Recognize that individuals and society must decide on proposals involving new research and the introduction of new technologies into society. Decisions involve assessment of alternatives, risks, costs and benefits and consideration of who benefits and who suffers, who pays and gains, and what the risks are and who bears them.
9. Recognize the appropriateness and value of basic questions "What can happen?" "What are the odds?" and "How do scientists and engineers know what will happen?"

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ACADEMIC CONTENT STANDARDS

10. Recognize that social issues and challenges can affect progress in science and technology. (e.g., Funding priorities for specific health problems serve as examples of ways that social issues influence science and technology.)
11. Research how advances in scientific knowledge have impacted society on a local, national or global level.

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