

SCIENCE

STATE GOALS/STANDARDS/BENCHMARKS--
 LOCAL GOALS/OUTCOMES/OBJECTIVES
 LINKING ORGANIZER

EARLY ELEMENTARY

KEY
2--Indicates Strong Link
1--Indicates Moderate Link
0--Indicates No Link

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.				
A Know and apply the concepts, principles and processes of scientific inquiry.				
11.A.1a Describe an observed event.				
11.A.1b Develop questions on scientific topics.				
11.A.1c Collect data for investigations using measuring instruments and technologies.				
11.A.1d Record and store data using available technologies.				
11.A.1e Arrange data into logical patterns and describe the patterns.				
11.A.1f Compare observations of individual and group results.				
B. Know and apply the concepts, principles and processes of technological design.				
11.B.1a Given a simple design problem, formulate possible solutions.				
11.B.1b Design a device that will be useful in solving the problem.				
11.B.1c Build the device using the materials and tools provided.				
11.B.1d Test the device and record results using given instruments, techniques and measurement methods.				
11.B.1e Report the design of the device, the test process and the results in solving a given problem.				
Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.				
A. Know and apply concepts that explain how living things function, adapt and change.				
12.A.1a Identify and describe the component parts of living things (e.g., birds have feathers; people have bones, blood, hair, skin) and their major functions.				
12.A.1b Categorize living organisms using a variety of observable features (e.g., size, color, shape, backbone).				
B. Know and apply concepts that describe how living things interact with each other and with their environment.				
12.B.1a Describe and compare characteristics of living things in relationship to their environments.				

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12.B.1b Describe how living things depend on one another for survival.				
C. Know and apply concepts that describe properties of matter and energy and the interactions between them.				
12.C.1a Identify and compare sources of energy (e.g., batteries, the sun).				
12.C.1b Compare large-scale physical properties of matter (e.g., size, shape, color, texture, odor).				
D. Know and apply concepts that describe force and motion and the principles that explain them.				
12.D.1a Identify examples of motion (e.g., moving in a straight line, vibrating, rotating).				
12.D.1b Identify observable forces in nature (e.g., pushes, pulls, gravity, magnetism).				
E. Know and apply concepts that describe the features and processes of the Earth and its resources.				
12.E.1a Identify components and describe diverse features of the Earth's land, water and atmospheric systems.				
12.E.1b Identify and describe patterns of weather and seasonal change.				
12.E.1c Identify renewable and nonrenewable natural resources.				
F. Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.				
12.F.1a Identify and describe characteristics of the sun, Earth and moon as familiar objects in the solar system.				
12.F.1b Identify daily, seasonal and annual patterns related to the Earth's rotation and revolution.				
Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.				
A. Know and apply the accepted practices of science.				
13.A.1a Use basic safety practices (e.g., not tasting materials without permission, "stop/drop/roll").				
13.A.1b Explain why similar results are expected when procedures are done the same way.				
13.A.1c Explain how knowledge can be gained by careful observation.				
B. Know and apply concepts that describe the interaction between science, technology and society.				
13.B.1a Explain the uses of common scientific instruments (e.g., ruler, thermometer, balance, probe, computer).				

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13.B.1b	Explain how using measuring tools improves the accuracy of estimates.				
13.B.1c	Describe contributions men and women have made to science and technology.				
13.B.1d	Identify and describe ways that science and technology affect people's everyday lives (e.g., transportation, medicine, agriculture, sanitation, communication occupations).				
13.B.1e	Demonstrate ways to reduce, reuse and recycle materials.				

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Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.				
A. Know and apply the concepts, principles and processes of scientific inquiry.				
11.A.2a Formulate questions on a specific science topic and choose the steps needed to answer the questions.				
11.A.2b Collect data for investigations using scientific process skills including observing, estimating and measuring.				
11.A.2c Construct charts and visualizations to display data.				
11.A.2d Use data to produce reasonable explanations.				
11.A.2e Report and display the results of individual and group investigations.				
B. Know and apply the concepts, principles and processes of technological design.				
11.B.2a Identify a design problem and propose possible solutions.				
11.B.2b Develop a plan, design and procedure to address the problem identifying constraints (e.g., time, materials, technology).				
11.B.2c Build a prototype of the design using available tools and materials.				
11.B.2d Test the prototype using suitable instruments, techniques and quantitative measurements to record data.				
11.B.2e Assess test results and the effectiveness of the design using given criteria and noting possible sources of error.				
11.B.2f Report test design, test process and test results.				
Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.				
A. Know and apply concepts that explain how living things function, adapt and change.				
12.A.2a Describe simple life cycles of plants and animals and the similarities and differences in their offspring.				
12.A.2b Categorize features as either inherited or learned (e.g., flower color or eye color is inherited; language is learned).				

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B. Know and apply concepts that describe how living things interact with each other and with their environment.				
12.B.2a Describe relationships among various organisms in their environments (e.g., predator/prey, parasite/host, food chains and food webs).				
12.B.2b Identify physical features of plants and animals that help them live in different environments (e.g., specialized teeth for eating certain foods, thorns for protection, insulation for cold temperature).				
C. Know and apply concepts that describe properties of matter and energy and the interactions between them.				
12.C.2a Describe and compare types of energy including light, heat, sound, electrical and mechanical.				
12.C.2b Describe and explain the properties of solids, liquids and gases.				
D. Know and apply concepts that describe force and motion and the principles that explain them.				
12.D.2a Explain constant, variable and periodic motions.				
12.D.2b Demonstrate and explain ways that forces cause actions and reactions (e.g., magnets attracting and repelling; objects falling, rolling and bouncing).				
E. Know and apply concepts that describe the features and processes of the Earth and its resources.				
12.E.2a Identify and explain natural cycles of the Earth's land, water and atmospheric systems (e.g., rock cycle, water cycle, weather patterns).				
12.E.2b Describe and explain short-term and long-term interactions of the Earth's components (e.g., earthquakes, types of erosion).				
12.E.2c Identify and classify recyclable materials.				
F. Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.				
12.F.2a Identify and explain natural cycles and patterns in the solar system (e.g., order of the planets; moon phases; seasons as related to Earth's tilt, one's latitude, and where Earth is in its yearly orbit around the sun).				
12.F.2b Explain the apparent motion of the sun and stars.				
12.F.2c Identify easily recognizable star patterns (e.g., the Big Dipper, constellations).				

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Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.				
A. Know and apply the accepted practices of science.				
13.A.2a Demonstrate ways to avoid injury when conducting science activities (e.g., wearing goggles, fire extinguisher use).				
13.A.2b Explain why similar investigations may not produce similar results.				
13.A.2c Explain why keeping accurate and detailed records is important.				
B. Know and apply concepts that describe the interaction between science, technology and society.				
13.B.2a Explain how technology is used in science for a variety of purposes (e.g., sample collection, storage and treatment; measurement; data collection, storage and retrieval; communication of information).				
13.B.2b Describe the effects on society of scientific and technological innovations (e.g., antibiotics, steam engine, digital computer).				
13.B.2c Identify and explain ways that science and technology influence the lives and careers of people.				
13.B.2d Compare the relative effectiveness of reducing, reusing and recycling in actual situations.				
13.B.2e Identify and explain ways that technology changes ecosystems (e.g., dams, highways, buildings, communication networks, power plants).				
13.B.2f Analyze how specific personal and societal choices that humans make affect local, regional and global ecosystems (e.g., lawn and garden care, mass transit).				

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MIDDLE/JUNIOR HIGH SCHOOL

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Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.				
A. Know and apply the concepts, principles and processes of scientific inquiry.				
11.A.3a Formulate hypotheses that can be tested by collecting data.				
11.A.3b Conduct scientific experiments that control all but one variable.				
11.A.3c Collect and record data accurately using consistent measuring and recording techniques and media.				
11.A.3d Explain the existence of unexpected results in a data set.				
11.A.3e Use data manipulation tools and quantitative (e.g., mean, mode, simple equations) and representational methods (e.g., simulations, image processing) to analyze measurements.				
11.A.3f Interpret and represent results of analysis to produce findings.				
11.A.3g Report and display the process and results of a scientific investigation.				
B. Know and apply the concepts, principles and processes of technological design.				
11.B.3a Identify an actual design problem and establish criteria for determining the success of a solution.				
11.B.3b Sketch, propose and compare design solutions to the problem considering available materials, tools, cost effectiveness and safety.				
11.B.3c Select the most appropriate design and build a prototype or simulation.				
11.B.3d Test the prototype using available materials, instruments and technology and record the data.				
11.B.3e Evaluate the test results based on established criteria, note sources of error and recommend improvements.				
11.B.3f Using available technology, report the relative success of the design based on the test results and criteria.				

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Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.				
A. Know and apply concepts that explain how living things function, adapt and change.				
12.A.3a Explain how cells function as “building blocks” of organisms and describe the requirements for cells to live.				
12.A.3b Compare characteristics of organisms produced from a single parent with those of organisms produced by two parents.				
12.A.3c Compare and contrast how different forms and structures reflect different functions (e.g., similarities and differences among animals that fly, walk or swim; structures of plant cells and animal cells).				
B. Know and apply concepts that describe how living things interact with each other and with their environment.				
12.B.3a Identify and classify biotic and abiotic factors in an environment that affect population density, habitat and placement of organisms in an energy pyramid.				
12.B.3b Compare and assess features of organisms for their adaptive, competitive and survival potential (e.g., appendages, reproductive rates, camouflage, defensive structures).				
C. Know and apply concepts that describe properties of matter and energy and the interactions between them.				
12.C.3a Explain interactions of energy with matter including changes of state and conservation of mass and energy.				
12.C.3b Model and describe the chemical and physical characteristics of matter (e.g., atoms, molecules, elements, compounds, mixtures).				
D. Know and apply concepts that describe force and motion and the principles that explain them.				
12.D.3a Explain and demonstrate how forces affect motion (e.g., action/reaction, equilibrium conditions, free-falling objects).				
12.D.3b Explain the factors that affect the gravitational forces on objects (e.g., changes in mass, distance).				
E. Know and apply concepts that describe the features and processes of the Earth and its resources.				
12.E.3a Analyze and explain large-scale dynamic forces, events and processes that affect the Earth’s land, water and atmospheric systems (e.g., jetstream, hurricanes, plate tectonics).				

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12.E.3b Describe interactions between solid earth, oceans, atmosphere and organisms that have resulted in ongoing changes of Earth (e.g., erosion, El Nino).				
12.E.3c Evaluate the biodegradability of renewable and nonrenewable natural resources.				
F. Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.				
12.F.3a Simulate, analyze and explain the effects of gravitational force in the solar system (e.g., orbital shape and speed, tides, spherical shape of the planets and moons).				
12.F.3b Describe the organization and physical characteristics of the solar system (e.g., sun, planets, satellites, asteroids, comets).				
12.F.3c Compare and contrast the sun as a star with other objects in the Milky Way Galaxy (e.g., nebulae, dust clouds, stars, black holes).				
Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.				
A. Know and apply the accepted practices of science.				
13.A.3a Identify and reduce potential hazards in science activities (e.g., ventilation, handling chemicals).				
13.A.3b Analyze historical and contemporary cases in which the work of science has been affected by both valid and biased scientific practices.				
13.A.3c Explain what is similar and different about observational and experimental investigations.				
B. Know and apply concepts that describe the interaction between science, technology and society.				
13.B.3a Identify and explain ways that scientific knowledge and economics drive technological development.				
13.B.3b Identify important contributions to science and technology that have been made by individuals and groups from various cultures.				
13.B.3c Describe how occupations use scientific and technological knowledge and skills.				
13.B.3d Analyze the interaction of resource acquisition, technological development and ecosystem impact (e.g., diamond, coal or gold mining; deforestation).				
13.B.3e Identify advantages and disadvantages of natural resource conservation and management programs.				

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13.B.3f Apply classroom-developed criteria to determine the effects of policies on local science and technology issues (e.g., energy consumption, landfills, water quality).				

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Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.				
A. Know and apply the concepts, principles and processes of scientific inquiry.				
11.A.4a Formulate hypotheses referencing prior research and knowledge.				
11.A.4b Conduct controlled experiments or simulations to test hypotheses.				
11.A.4c Collect, organize and analyze data accurately and precisely.				
11.A.4d Apply statistical methods to the data to reach and support conclusions.				
11.A.4e Formulate alternative hypotheses to explain unexpected results.				
11.A.4f Using available technology, report, display and defend to an audience conclusions drawn from investigations.				
B. Know and apply the concepts, principles and processes of technological design.				
11.B.4a Identify a technological design problem inherent in a commonly used product.				
11.B.4b Propose and compare different solution designs to the design problem based upon given constraints including available tools, materials and time.				
11.B.4c Develop working visualizations of the proposed solution designs (e.g., blueprints, schematics, flowcharts, cad-cam, animations).				
11.B.4d Determine the criteria upon which the designs will be judged, identify advantages and disadvantages of the designs and select the most promising design.				
11.B.4e Develop and test a prototype or simulation of the solution design using available materials, instruments and technology.				
11.B.4f Evaluate the test results based on established criteria, note sources of error and recommend improvements.				
11.B.4g Using available technology, report to an audience the relative success of the design based on the test results and criteria.				

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Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.				
A. Know and apply concepts that explain how living things function, adapt and change.				
12.A.4a Explain how genetic combinations produce visible effects and variations among physical features and cellular functions of organisms.				
12.A.4b Describe the structures and organization of cells and tissues that underlie basic life functions including nutrition, respiration, cellular transport, biosynthesis and reproduction.				
12.A.4c Describe processes by which organisms change over time using evidence from comparative anatomy and physiology, embryology, the fossil record, genetics and biochemistry.				
B. Know and apply concepts that describe how living things interact with each other and with their environment.				
12.B.4a Compare physical, ecological and behavioral factors that influence interactions and interdependence of organisms.				
12.B.4b Simulate and analyze factors that influence the size and stability of populations within ecosystems (e.g., birth rate, death rate, predation, migration patterns).				
C. Know and apply concepts that describe properties of matter and energy and the interactions between them.				
12.C.4a Use kinetic theory, wave theory, quantum theory and the laws of thermodynamics to explain energy transformations.				
12.C.4b Analyze and explain the atomic and nuclear structure of matter.				
D. Know and apply concepts that describe force and motion and the principles that explain them.				
12.D.4a Explain and predict motions in inertial and accelerated frames of reference.				
12.D.4b Describe the effects of electromagnetic and nuclear forces including atomic and molecular bonding, capacitance and nuclear reactions.				
E. Know and apply concepts that describe the features and processes of the Earth and its resources.				
12.E.4a Explain how external and internal energy sources drive Earth processes (e.g., solar energy drives weather patterns; internal heat drives plate tectonics).				

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12.E.4b Describe how rock sequences and fossil remains are used to interpret the age and changes in the Earth.				
F. Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.				
12.F.4a Explain theories, past and present, for changes observed in the universe.				
12.F.4b Describe and compare the chemical and physical characteristics of galaxies and objects within galaxies (e.g., pulsars, nebulae, black holes, dark matter, stars).				
Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.				
A. Know and apply the accepted practices of science.				
13.A.4a Estimate and suggest ways to reduce the degree of risk involved in science activities.				
13.A.4b Assess the validity of scientific data by analyzing the results, sample set, sample size, similar previous experimentation, possible misrepresentation of data presented and potential sources of error.				
13.A.4c Describe how scientific knowledge, explanations and technological designs may change with new information over time (e.g., the understanding of DNA, the design of computers).				
13.A.4d Explain how peer review helps to assure the accurate use of data and improves the scientific process.				
B. Know and apply concepts that describe the interaction between science, technology and society.				
13.B.4a Compare and contrast scientific inquiry and technological design as pure and applied sciences.				
13.B.4b Analyze a particular occupation to identify decisions that may be influenced by a knowledge of science.				
13.B.4c Analyze ways that resource management and technology can be used to accommodate population trends.				
13.B.4d Analyze local examples of resource use, technology use or conservation programs; document findings; and make recommendations for improvements.				
13.B.4e Evaluate claims derived from purported scientific studies used in advertising and marketing strategies.				

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Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.				
A. Know and apply the concepts, principles and processes of scientific inquiry.				
11.A.5a Formulate hypotheses referencing prior research and knowledge.				
11.A.5b Design procedures to test the selected hypotheses.				
11.A.5c Conduct systematic controlled experiments to test the selected hypotheses.				
11.A.5d Apply statistical methods to make predictions and to test the accuracy of results.				
11.A.5e Report, display and defend the results of investigations to audiences that may include professionals and technical experts.				
B. Know and apply the concepts, principles and processes of technological design.				
11.B.5a Identify a design problem that has practical applications and propose possible solutions, considering such constraints as available tools, materials, time and costs.				
11.B.5b Select criteria for a successful design solution to the identified problem.				
11.B.5c Build and test different models or simulations of the design solution using suitable materials, tools and technology.				
11.B.5d Choose a model and refine its design based on the test results.				
11.B.5e Apply established criteria to evaluate the suitability, acceptability, benefits, drawbacks and consequences for the tested design solution and recommend modifications and refinements.				
11.B.5f Using available technology, prepare and present findings of the tested design solution to an audience that may include professional and technical experts.				
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A. Know and apply concepts that explain how living things function, adapt and change.				

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12.A.5a	Explain changes within cells and organisms in response to stimuli and changing environmental conditions (e.g., homeostasis, dormancy).				
12.A.5b	Analyze the transmission of genetic traits, diseases and defects.				
B. Know and apply concepts that describe how living things interact with each other and with their environment.					
12.B.5a	Analyze and explain biodiversity issues and the causes and effects of extinction.				
12.B.5b	Compare and predict how life forms can adapt to changes in the environment by applying concepts of change and constancy (e.g., variations within a population increase the likelihood of survival under new conditions).				
C. Know and apply concepts that describe properties of matter and energy and the interactions between them.					
12.C.5a	Analyze reactions (e.g., nuclear reactions, burning of fuel, decomposition of waste) in natural and man-made energy systems.				
12.C.5b	Analyze the properties of materials (e.g., mass, boiling point, melting point, hardness) in relation to their physical and/or chemical structures.				
D. Know and apply concepts that describe force and motion and the principles that explain them.					
12.D.5a	Analyze factors that influence the relative motion of an object (e.g., friction, wind shear, cross currents, potential differences).				
12.D.5b	Analyze the effects of gravitational, electromagnetic and nuclear forces on a physical system.				
E. Know and apply concepts that describe the features and processes of the Earth and its resources.					
12.E.5	Analyze the processes involved in naturally occurring short-term and long-term Earth events (e.g., floods, ice ages, temperature, sea-level fluctuations).				
F. Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.					
12.F.5a	Compare the processes involved in the life cycle of stars (e.g., gravitational collapse, thermonuclear fusion, nova) and evaluate the supporting evidence.				
12.F.5b	Describe the size and age of the universe and evaluate the supporting evidence (e.g., red-shift, Hubble's constant).				

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Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.				
A. Know and apply the accepted practices of science.				
13.A.5a Design procedures and policies to eliminate or reduce risk in potentially hazardous science activities.				
13.A.5b Explain criteria that scientists use to evaluate the validity of scientific claims and theories.				
13.A.5c Explain the strengths, weaknesses and uses of research methodologies including observational studies, controlled laboratory experiments, computer modeling and statistical studies.				
13.A.5d Explain, using a practical example (e.g., cold fusion), why experimental replication and peer review are essential to scientific claims.				
B. Know and apply concepts that describe the interaction between science, technology and society.				
13.B.5a Analyze challenges created by international competition for increases in scientific knowledge and technological capabilities (e.g., patent issues, industrial espionage, technology obsolescence).				
13.B.5b Analyze and describe the processes and effects of scientific and technological breakthroughs.				
13.B.5c Design and conduct an environmental impact study, analyze findings and justify recommendations.				
13.B.5d Analyze the costs, benefits and effects of scientific and technological policies at the local, state, national and global levels (e.g., genetic research, Internet access).				
13.B.5e Assess how scientific and technological progress has affected other fields of study, careers and job markets and aspects of everyday life.				