



DELTA SCIENCE MODULES GRADES K-8

CORRELATION
TO

COLORADO SCIENCE STANDARDS



DELTA SCIENCE MODULES (DSM)

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TO**

**COLORADO
SCIENCE STANDARDS**

GRADES K-8

The following is a correlation of the Colorado Standards for Science to the Delta Science Modules Program (DSM). This correlation lists representative examples of investigations and activities that address the grade level expectations. A citation does not necessarily reflect all of the activities from DSM that might address a particular expectation.

Note: Included with some of the grade level expectations are references from prior grade levels of DSM modules that also contribute to the attainment of the expectation at that grade level.

KINDERGARTEN

Standard Physical Science: Students know and understand common properties, forms, and changes in matter and energy.

| <i>GRADE LEVEL EXPECTATION</i> | <i>DSM</i> |
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| 1. Objects can move in a variety of ways that can be described by speed and direction. | Investigating Water Activity 3, 6, 8, pp. 27-34, 47-54, 63-69 Sunshine and Shadows Activity 6-7, pp. 49-63, Reader, pp. 8-9 |
| 2. Objects can be sorted by physical properties, which can be observed and measured. | Properties Activity 2-7, 10-11, pp. 19-60, 75-86 Reader, pp. 3-4, 6-8, 11 Investigating Water Activity 5, 7, pp. 41-46, 55-61 How Do We Learn Activity 2-3, pp. 23-35 Reader, pp. 10-11, 15 |

Standard Life Science: Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.

| <i>GRADE LEVEL EXPECTATION</i> | <i>DSM</i> |
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| 1. Organisms can be described and sorted by their physical characteristics | Observing an Aquarium Activity 1, 3-6, pp. 15-21, 31-67 From Seed to Plant Activity 10, pp. 79-84 Reader, pp. 2, 6-9, 14-15 |

Standard Earth Science: Students know and understand the processes and interactions of Earth's systems and the structure and dynamics of Earth and other objects in space.

| <i>GRADE LEVEL EXPECTATION</i> | <i>DSM</i> |
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| 1. The sun provides heat and light to Earth. | Sunshine and Shadows Activity 1, 4-6, p. 13-18, 23-56 Reader, pp. 2-3, 10 Finding the Moon Activity 1, pp. 13-19 Reader, pp. 4-5 |

GRADE ONE

Standard Physical Science: Students know and understand common properties, forms, and changes in matter and energy.

| <i>GRADE LEVEL EXPECTATION</i> | <i>DSM</i> |
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| 1. Solids and liquids have unique properties that distinguish them. | <p>Properties Activity 7-8, pp. 53-66 Reader, pp. 5-11</p> <p>Investigating Water Activity 1, 9, pp. 13-20, 71-80 Reader, pp. 4-7</p> |

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| <i>GRADE LEVEL EXPECTATION</i> | <i>DSM</i> |
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| 1. Offspring have characteristics that are similar to but not exactly like their parent's characteristics. | <p>Observing an Aquarium Activity 4-5, 10, pp. 39-55, 97-107 Reader, pp. 10-11</p> <p>From Seed to Plant Activity 13, pp. 97-103 Reader, pp. 10-11</p> |
| 2. An organism is a living thing that has physical characteristics to help it survive. | <p>Observing an Aquarium Activity 3-6, pp. 31-67 Reader, pp. 4-9</p> <p>From Seed to Plant Activity 3-4, 9-10, 12, pp. 33-44, 73-84, 91-96 Reader, pp. 2-9</p> |

Standard Earth Science: Students know and understand the processes and interactions of Earth's systems and the structure and dynamics of Earth and other objects in space.

| <i>GRADE LEVEL EXPECTATION</i> | <i>DSM</i> |
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| 1. Earth's materials can be compared and classified based on their properties. | <p>Finding the Moon Activity 8, pp. 71-76</p> |

GRADE TWO

Standard Physical Science: Students know and understand common properties, forms, and changes in matter and energy.

| GRADE LEVEL EXPECTATION | DSM |
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| <p>1. Changes in speed or direction of motion are caused by forces such as pushes or pulls.</p> | <p>Force and Motion Activity 1-9, pp. 13-90 Reader, pp. 2-4, 8</p> <p>Sink or Float Activity 1, 8, pp. 13-19, 67-73</p> <p><i>Previous grade level modules also support the attainment of this student expectation. See below:</i></p> <p>Investigating Water Activity 5-6, pp. 41-54</p> <p>Properties Activity 10-11, pp. 75-86</p> |

Standard Life Science: Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.

| GRADE LEVEL EXPECTATION | DSM |
|---|--|
| <p>1. Organisms depend on their habitat's nonliving parts to satisfy their needs.</p> | <p>Butterflies and Moths Activity 3-4, 8, pp. 31-45, 71-77 Reader, pp. 2, 12, 14</p> <p>Classroom Plants Activity 3-6, 8, 12, pp. 29-53, 73-79, 105-112 Reader, pp. 3-4, 6-7, 9-10</p> <p>Plant and Animal Populations Activity 3-7, 10-12, pp. 35-76, 95-117 Reader, pp. 4-7, 9-13</p> <p><i>Previous grade level modules also support the attainment of this student expectation. See below:</i></p> <p>Observing an Aquarium Activity 2, 7-9, 11-12, pp. 23-30, 69-95, 109-125 Reader, pp. 8-9, 12, 14-15</p> <p>From Seed to Plant Activity 2, 8, 11, 14, pp. 21-31, 67-72, 85-90, 105-109 Reader, pp. 6-8, 12, 14-15</p> |

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| <p>2. Each plant or animal has different structures or behaviors that serve different functions.</p> | <p>Butterflies and Moths Activity 1-2, 5, 9, 12, pp. 15-30, 47-52, 79-87, 105-110 Reader, pp. 4-7, 10</p> <p>Classroom Plants Activity 1-2, 6-11, pp. 15-28, 55-104 Reader, pp. 6-12</p> <p>Plant and Animal Populations Activity 4-7, 10-11, pp. 43-76, 95-110 Reader, pp. 4-7, 10-11</p> <p>Using Your Senses Activity 1-3, 5, 8, 10-11, pp. 13-36, 45-52, 67-73, 81-95 Reader, pp. 4-12</p> <p><i>Previous grade level modules also support the attainment of this student expectation. See below:</i></p> <p>Observing an Aquarium Activity 3-6, 12, pp. 31-67, 117-125 Reader, pp. 6-9</p> <p>From Seed to Plant Activity 3-5, 9-10, pp. 33-52, 73-81 Reader, pp. 3-9, 14-15</p> |
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Standard Earth Science: Students know and understand the processes and interactions of Earth’s systems and the structure and dynamics of Earth and other objects in space.

| <i>GRADE LEVEL EXPECTATION</i> | <i>DSM</i> |
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| <p>1. Weather and the changing seasons impact the environment and organisms such as humans, plants, and other animals.</p> | <p>Weather Watching Activity 8-10, pp. 69-100</p> <p>Plant and Animal Populations Reader, p. 7</p> |

GRADE THREE

Standard Physical Science: Students know and understand common properties, forms, and changes in matter and energy.

| <i>GRADE LEVEL EXPECTATION</i> | <i>DSM</i> |
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| <p>1. Matter exists in different states such as solids, liquids, and gases and can change from one state to another by heating and cooling.</p> | <p>States of Matter Activity 1-4, 8-10, pp. 13-40, 65-88 Reader, pp. 3-6, 8-10</p> <p>Sink or Float Reader, pp. 3-6, 15</p> <p>Water Cycle Activity 1, 4-6, 8-9, 11-13, pp. 13-21, 39-60, 69-83, 91-114 Reader, pp. 2-12</p> <p><i>Previous grade level modules also support the attainment of this student expectation. See below:</i></p> <p>Investigating Water Activity 1, 9-11, pp. 13-20, 71-94 Reader, pp. 4-11</p> <p>Properties Activity 7-9, pp. 53-73 Reader, pp. 5-13, 15</p> |

Standard Life Science: Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.

| <i>GRADE LEVEL EXPECTATION</i> | <i>DSM</i> |
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| <p>1. The duration and timing of life cycle events such as reproduction and longevity vary across organisms and species.</p> | <p>Butterflies and Moths Activity 1, 6, 9, 11, pp. 15-21, 53-59, 79-87, 97-104 Reader, pp. 8-13</p> <p>Classroom Plants Reader, p. 5</p> <p>Plant and Animal Life Cycles Activity 2-6, 9-11, pp. 23-63, 83-103 Reader, pp. 2-13</p> <p><i>Previous grade level modules also support the attainment of this student expectation. See below:</i></p> <p>Observing an Aquarium Activity 10, pp. 97-107 Reader, pp. 10-11</p> |

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| | From Seed to Plant Activity 13, pp. 97-103 Reader, pp. 10-11 |
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Standard Earth Science: Students know and understand the processes and interactions of Earth’s systems and the structure and dynamics of Earth and other objects in space.

| <i>GRADE LEVEL EXPECTATION</i> | <i>DSM</i> |
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| 1. Earth’s materials can be broken down and/or combined into different materials such as rocks, minerals, rock cycle, formation of soil, and sand – some of which are usable resources for human activity. | Soil Science Activity 1-6, 8-10, 12, pp. 15-58, 69-97, 107-114 Reader, pp. 2-11 Earth Movements Activity 3, pp. 29-37 Reader, pp. 12-13, 15 |

GRADE FOUR

Standard Physical Science: Students know and understand common properties, forms, and changes in matter and energy.

| <i>GRADE LEVEL EXPECTATION</i> | <i>DSM</i> |
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| <p>1. Energy comes in many forms such as light, heat, sound, magnetic, chemical, and electrical.</p> | <p>Electric Circuits Activity 1-12, pp. 13-94 Reader, p. 2-11</p> <p>Magnets Activity 1-12, pp. 13-81 Reader, pp. 2-12</p> <p>Sound Activity 1-12, pp. 13-105 Reader, pp. 2-8</p> <p><i>Previous grade level modules also support the attainment of this student expectation. See below:</i></p> <p>Sunshine and Shadows Reader, pp. 2, 10</p> |

Standard Life Science: Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.

| <i>GRADE LEVEL EXPECTATION</i> | <i>DSM</i> |
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| <p>1. All living things share similar characteristics, but they also have differences that can be described and classified.</p> | <p>Food Chains and Webs Activity 4-6, pp. 39-58</p> <p>Dinosaurs and Fossils Activity 10, pp. 75-82 Reader, pp. 6-11</p> <p>Plant and Animal Life Cycles Activity 4-6, 11, pp. 43-56, 97-103</p> <p><i>Previous grade level modules also support the attainment of this student expectation. See below:</i></p> <p>Butterflies and Moths Activity 1-2, 4, 12, pp. 15-30, 39-45, 105-110 Reader, pp. 4-7</p> <p>Classroom Plants Activity 1, 8, pp. 15-21, 73-79 Reader, pp. 9-12</p> <p>Plant and Animal Populations Activity 2-7, 10-11, pp. 25-76, 95-110</p> |

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| <p>2. Comparing fossils to each other or to living organisms reveals features of prehistoric environments and provides information about organisms today.</p> <p>3. There is interaction and interdependence between and among living and nonliving components of systems.</p> | <p>See also:</p> <p>Observing an Aquarium From Seed to Plant</p> <p>Dinosaurs and Fossils Activity 2-3, pp. 21-34 Reader, pp. 2-5, 13-15</p> <p>Food Chains and Webs Activity 1-3, 6-12, pp. 15-37, 53-101 Reader, pp. 2-10, 14</p> <p>Plant and Animal Life Cycles Activity 2-3, 12, pp. 23-41, 105-113 Reader, pp. 5, 7-8, 11, 13</p> <p><i>Previous grade level modules also support the attainment of this student expectation. See below:</i></p> <p>Butterflies and Moths Activity 3-4, 8, pp. 31-45, 71-77 Reader, pp. 2, 12, 14</p> <p>Classroom Plants Activity 2-6, 8, 12 pp. 29-53, 73-79, 105-112 Reader, pp. 3-4, 6-7, 9-10</p> <p>Plant and Animal Populations Activity 3-7, 10-13, pp. 35-76, 95-117 See also: Observing an Aquarium From Seed to Plant</p> |
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Standard Earth Science: Students know and understand the processes and interactions of Earth’s systems and the structure and dynamics of Earth and other objects in space.

| <i>GRADE LEVEL EXPECTATION</i> | <i>DSM</i> |
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| <p>1. Earth is part of the solar system, which includes the Sun, Moon, and other bodies that orbit the Sun in predictable patterns that lead to observable paths of objects in the sky as seen from Earth.</p> | <p>Solar System Activity 1-2, 6, 8-10, p. 13-26, 51-58, 65-92 Reader, pp. 2-13</p> |

GRADE FIVE

Standard Physical Science: Students know and understand common properties, forms, and changes in matter and energy.

| GRADE LEVEL EXPECTATION | DSM |
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| <p>1. Mixtures of matter can be separated regardless of how they were created; all weight and mass of the mixture are the same as the sum of the weight and mass of the parts.</p> | <p>Electromagnetism Activity 1, pp. 13-17</p> <p>Oceans Activity 2, pp. 23-30</p> <p><i>Previous grade level modules also support the attainment of this student expectation. See below:</i></p> <p>Magnets Activity 2, pp. 19-23</p> <p>Soil Science Activity 2, pp. 21-27</p> |

Standard Life Science: Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.

| GRADE LEVEL EXPECTATION | DSM |
|--|---|
| <p>1. All organisms have structures and systems with separate functions.</p> | <p>You and Your Body Activity 1-8, 13-14, pp. 13-66, 91-102 Reader, pp. 2-11</p> <p>Oceans Activity 10-12, pp. 113-142 Reader, pp. 12-13</p> <p><i>Previous grade level modules also support the attainment of this student expectation. See below:</i></p> <p>Food Chains and Webs Activity 4-6, pp. 39-58</p> <p>Plant and Animal Life Cycles Activity 4-5, 8, pp. 43-56, 75-82 Reader, pp. 4-6</p> <p>Butterflies and Moths Activity 1-2, 5, 9, 12, pp. 15-30, 47-52, 79-87, 105-110 Reader, pp. 4-7</p> <p>Classroom Plants Activity 1, 6-9, pp. 15-21, 55-86 Reader, pp. 6-12</p> <p>Plant and Animal Populations</p> |

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| <p>3. Weather conditions change because of the uneven heating of Earth’s surface by the Sun’s energy. Weather changes are measured by differences in temperature, air pressure, wind and water in the atmosphere and type of precipitation.</p> | <p><i>the attainment of this student expectation. See below:</i></p> <p>Earth Movements Activity 3, 6-12, pp. 29-37, 55-110 Reader, pp. 3, 5-13</p> <p>Soil Science Activity 5-6, 12, pp. 45-58, 107-114 Reader, pp. 4-6</p> <p>Weather Forecasting Activity 3-9, pp. 25-74 Reader, pp. 2-6</p> <p><i>Previous grade level modules also support the attainment of this student expectation. See below:</i></p> <p>Weather Instruments Activity 1-12, pp. 13-101 Reader, pp. 2-9</p> <p>Weather Watching Activity 1-7, pp. 13-68 Reader, pp. 1-7</p> |
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GRADE SIX

Standard Physical Science: Students know and understand common properties, forms, and changes in matter and energy.

| <i>GRADE LEVEL EXPECTATION</i> | <i>DSM</i> |
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| 1. All Matter is made of atoms, which are far too small to see directly through a light microscope. Elements have unique atoms and thus, unique properties. Atoms themselves are made of even smaller particles. | <p>Matter and Change Activity 4, pp. 37-44 Reader, pp. 2-5</p> <p>Electromagnetism Reader, p. 2</p> |
| 2. Atoms may stick together in well-defined molecules or be packed together in large arrangements. Different arrangements of atoms into groups compose all substances. | <p>Matter and Change Activity 5-9, pp. 45-83 Reader, pp. 6-8, 17-18</p> |
| 3. The physical characteristics and changes of solid, liquid, and gas states can be explained using the particulate model. | <p>Matter and Change Reader, pp. 9-12</p> |
| 4. Distinguish among, explain, and apply the relationships among mass, weight, volume, and density. | <p>Matter and Change Activity 1, pp. 13-19 Reader, pp. 13-14</p> |

Standard Life Science: Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.

| <i>GRADE LEVEL EXPECTATION</i> | <i>DSM</i> |
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| 1. Changes in environmental conditions can affect the survival of individual organisms, populations, and entire species. | <p>Pollution Activity 6, 10, pp. 47-52, 70-76 Activity 10, Science and Social Studies, p. 76 Reader, pp. 7, 9-11</p> <p><i>Previous grade level modules also support the attainment of this student expectation. See below:</i></p> <p>Food Chains and Webs Activity 12, Science, Technology and Society, p. 101 Reader, p. 10</p> <p>Plant and Animal Populations Reader, p. 15</p> |

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| <p>3. Earth's natural resources provide the foundations for human society's physical needs. Many natural resources are non renewable on human timescales, while other can be renewed or recycled.</p> | <p><i>See below:</i></p> <p>Water Cycle Activity 1-3, 11-13, pp. 13-37, 91-114 Reader, pp. 2-11</p> <p>Weather Instruments Reader, p. 6</p> <p>Weather Watching Reader, pp. 4-5</p> <p>Pollution Reader, pp. 4-5, 10, 15</p> <p>Oceans Reader, p. 11</p> <p>Rocks and Minerals Activity 11, pp. 85-92 Reader, pp. 3-8. 11</p> <p>Earth Processes Reader, pp. 19-20</p> |
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GRADE SEVEN

Standard Physical Science: Students know and understand common properties, forms, and changes in matter and energy.

| <i>GRADE LEVEL EXPECTATION</i> | <i>DSM</i> |
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| <p>1. Mixtures of substances can be separated based on their properties such as solubility, boiling points, magnetic properties and densities.</p> | <p>Matter and Change Activity 3, pp. 29-35 Reader, pp. 14-15</p> <p><i>Previous grade level modules also support the attainment of this student expectation. See below:</i></p> <p>Oceans Activity 2, pp. 23-30</p> <p>Electromagnetism Activity 1, pp. 13-17</p> <p>Magnets Activity 2, p. 19-23</p> |

Standard Life Science: Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.

| <i>GRADE LEVEL EXPECTATION</i> | <i>DSM</i> |
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| <p>1. Individual organisms with certain traits are more likely than others to survive and have offspring in a specific environment.</p> | <p>DNA-From Genes to Proteins Reader, p. 19</p> |
| <p>2. The human body is composed of atoms, molecules, cells, tissues, organs, and organ systems that have specific functions and interactions.</p> | <p>DNA-From Genes to Proteins Activity 3-4, pp. 25-39 Reader, pp. 2-7</p> <p><i>Previous grade level modules also support the attainment of this student expectation. See below:</i></p> <p>You and Your Body Activity 1-8, 13-14, pp. 13-66, 91-102 Reader, pp. 2-11</p> <p>Using Your Senses Activity 1, 5, 8, 10-11, pp. 13-21, 45-52, 67-73 Reader, pp. 2-12</p> |
| <p>3. Cells are the smallest unit of life that can function independently and perform all the necessary functions of life.</p> | <p>DNA-From Genes to Proteins Activity 3-4, pp. 25-39 Reader, pp. 2-7</p> |

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| <p>4. Photosynthesis and cellular respiration are important processes by which energy is acquired and utilized by organisms.</p> <p>5. Multiple lines of evidence show the evolution of organisms over geologic time.</p> | <p>Plants In Our World Activity 1, pp. 13-25 Reader, p. 1</p> <p><i>Previous grade level modules also support the attainment of this student expectation. See below:</i></p> <p>You and Your Body Reader, p. 2</p> <p>DNA-From Genes to Proteins Reader, pp. 10-11</p> <p>Plants In Our World Activity 8-10, pp. 73-93 Reader, pp. 3-4</p> <p><i>Previous grade level modules also support the attainment of this student expectation. See below:</i></p> <p>Food Chains and Webs Activity 3, pp. 31-37 Reader, pp. 6-9</p> <p>Plant and Animal Populations Reader, pp. 12-13</p> <p>Earth Processes Reader, p. 22</p> <p><i>Previous grade level modules also support the attainment of this student expectation. See below:</i></p> <p>Dinosaurs and Fossils Reader, pp. 2-15</p> |
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Standard Earth Science: Students know and understand the processes and interactions of Earth’s systems and the structure and dynamics of Earth and other objects in space.

| GRADE LEVEL EXPECTATION | DSM |
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| <p>1. Major geologic events such as earthquakes, volcanic eruptions, mid-ocean ridges, and mountain formation are associated with plate boundaries and attributed to plate motions.</p> | <p>Earth Processes Activity 7-14, pp. 63-129 Reader, pp. 5-10</p> <p><i>Previous grade level modules also support the attainment of this student expectation. See below:</i></p> <p>Oceans</p> |

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| <p>2. Geologic time, history, and changing life forms are indicated by fossils and successive sedimentation, folding, faulting, and uplifting of layers of sedimentary rock.</p> | <p>Reader, pp. 4-5 Erosion Reader, pp. 2-4</p> <p>Earth Processes Reader, pp. 4-6, 22 Dinosaurs and Fossils Reader, pp. 2-15</p> |
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GRADE EIGHT

Standard Physical Science: Students know and understand common properties, forms, and changes in matter and energy.

| <i>GRADE LEVEL EXPECTATION</i> | <i>DSM</i> |
|---|---|
| <p>1. Identify and calculate the direction and magnitude of forces that act on an object, and explain the results in the object's change of motion.</p> | <p>Newton's Toy Box Activity 2-3, 7-10, pp. 19-31, 49-78 Reader, pp. 4-13</p> <p><i>Previous grade level modules also support the attainment of this student expectation. See below:</i></p> <p>Simple Machines Activity 1-9, pp. 1-76 Reader, pp. 2-9</p> <p>Flight and Rocketry Activity 5-6, 8-9, 11-12, pp. 55-72, 81-97, 111-130 Reader, pp. 3-13</p> |
| <p>2. There are different forms of energy, and those forms of energy can be changed from one form to another – but total energy is conserved.</p> | <p>Electrical Connections Activity 1-2, 9-11, pp. 13-26, 75-94 Reader, pp. 2-13, 16</p> <p>Newton's Toy Box Activity 7-8, 10, pp. 49-59, 67-72 Reader, p. 14</p> <p><i>Previous grade level modules also support the attainment of this student expectation. See below:</i></p> <p>Electromagnetism Activity 5-10, pp. 37-76 Reader, pp. 2-5, 8-13</p> <p>Color and Light Activity 1, pp. 13-18 Reader, pp. 2-3, 8-9</p> <p>Electric Circuits Activity 1-4, 8-11, pp. 13-43, 63-88 Reader, pp. 2-6</p> <p>Magnets Activity 10-11, pp. 65-76 Reader, pp. 10-11</p> <p>Sound Activity 2-5, pp. 21-50 Reader, pp. 2-5</p> |

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| <p>3. Distinguish between physical and chemical changes, noting that mass is conserved during any change.</p> <p>4. Recognize that waves such as electromagnetic, sound, seismic, and water have common characteristics and unique properties.</p> | <p>Matter and Change Activity 2, 5, 12-13, pp. 29-35, 45-51, 99-109 Reader, pp. 13-20</p> <p>Earth Processes Activity 8, pp. 71-79 Reader, p. 9</p> <p>Astronomy Reader, p. 8</p> <p>Earth, Moon and Sun Reader, p. 7</p> <p><i>Previous grade level modules also support the attainment of this student expectation. See below:</i></p> <p>Color and Light Reader, pp. 8-9</p> <p>Sound Reader, pp. 2, 6-7</p> |
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Standard Life Science: Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.

| GRADE LEVEL EXPECTATION | DSM |
|---|--|
| <p>1. Human activities can deliberately or inadvertently alter ecosystems and their resiliency.</p> <p>2. Organisms reproduce and transmit genetic information (genes) to offspring, which influences individuals' traits in the next generation.</p> | <p><i>Previous grade level modules support the attainment of this student expectation. See below:</i></p> <p>Pollution Activity 6, 10, pp. 47-52, 70-76 Activity 10, Science and Social Studies, p. 76 Reader, pp. 9-11</p> <p>Food Chains and Webs Activity 12, Science, Technology and Society, p. 101 Reader, p. 10</p> <p>Plant and Animal Populations Reader, p. 15</p> <p>DNA-From Genes to Proteins Activity 5-9, pp. 41-86 Reader, pp. 12-19</p> |

Standard Earth Science: Students know and understand the processes and interactions of Earth’s systems and the structure and dynamics of Earth and other objects in space.

| GRADE LEVEL EXPECTATION | DSM |
|---|---|
| <p>1. Weather is a result of complex interactions of Earth’s atmosphere, land and water that are driven by energy from the Sun, and can be predicted and described through complex models.</p> <p>2. Earth has a variety of climates defined by average temperature precipitation, humidity, air pressure, and wind that have changed over time in a particular location.</p> <p>3. The solar system is comprised of various objects that orbit the Sun and are classified based on their characteristics.</p> <p>4. The relative positions and motions of the Earth, Moon, and Sun can be used to explain observable effects such as seasons, eclipses, and Moon phases.</p> | <p><i>Previous grade level modules support the attainment of this student expectation. See below:</i></p> <p>Weather Forecasting Activity 1-10, pp. 13-80 Reader, pp. 2-8</p> <p>Weather Forecasting Reader, p. 9</p> <p>Earth Moon and Sun Activity 1-5, pp. 13-51 Reader, pp. 3, 6, 13-15, 21-23</p> <p>Astronomy Activity 6, pp. 61-68 Reader, pp. 2-7</p> <p><i>Previous grade level modules also support the attainment of this student expectation. See below:</i></p> <p>Solar System Activity 1-2, 6, 8, 10, pp. 13-26, 51-58, 65-72, 83-92 Reader, pp. 2-13</p> <p>Earth Moon and Sun Activity 9-12, pp. 81-119 Reader, pp. 8-19</p> <p>Astronomy Activity 5, pp. 51-60 Reader, pp. 2-7</p> <p><i>Previous grade level modules also support the attainment of this student expectation. See below:</i></p> <p>Solar System Activity 9, pp. 73-81 Reader, pp. 23, 6-7</p> |