



DELTA SCIENCE MODULES III (DSM) Grades K-8

Correlation to

West Virginia

SCIENCE CONTENT STANDARDS AND OBJECTIVES



Correlation of the West Virginia Science Standards With Delta Science Modules For Grades K – 8

The following correlation of the West Virginia Science Standards for grades K –8 to the Delta Science Module (DSM) is to show representative examples of investigations and activities that address the science standards. A citation does not reflect all of the activities from DSM that might address a particular standard.

Kindergarten

Standard 1: Nature of Science (SC.S.K.1)		
<i>SCIENCE OBJECTIVE</i> <i>The student will:</i>	<i>DSM</i> <i>ACTIVITY</i>	<i>PAGE(S)</i>
SC.O.K.1.01 ask questions about themselves and their world.	DSM activities provide the opportunity to accomplish this objective. See for example: Finding the Moon Activity 6, 7 From Seed to Plant Activity 5, 8, 11 Investigating Water Activity 5-7 Observing an Aquarium Activity 8-9, 11 Sunshine and Shadows Activity 7-1 Properties Activity 10-11	Pages 55-69 Pages 45-52, 67-72, 85-90 Pages 41-61 Pages 79-95, 100-116 Pages 57-88 Pages 75-86
SC.O.K.1.02 listen to and discuss stories about the lives and discoveries of scientists.	Finding the Moon Reader Sunshine and Shadows Reader Observing an Aquarium Reader Properties Reader	Page 14 Page 12 Page 12 Page 14
SC.O.K.1.03 demonstrate curiosity, initiative and creativity by asking questions about the environment noting patterns and variations of natural objects (e.g., trees, leaves, animal structures)	DSM activities provide the opportunity to accomplish this objective. See for example: Finding the Moon Activity 9-11 From Seed to Plant Activity 6-9 Investigating Water Activity 4-8 Observing an Aquarium Activity 4-5 Properties Activity 7-11 How Do We Learn Activity 1-3	Pages 77-97 Pages 53-84 Pages 39-69 Pages 39-55 Pages 53-86 Pages 13-35
SC.O.K.1.04 explore and describe objects and events using the five senses to develop observational skills and make predictions based on personal observation.	Finding the Moon Activity 3-10 From Seed to Plant Activity 9-13 Investigating Water Activity 1-7 Sunshine and Shadows Activity 1-7 How Do We Learn Activity 1-5	Pages 29-91 Pages 73-109 Pages 13-61 Pages 13-63 Pages 13-49
SC.O.K.1.05 use scientific instruments and everyday materials to investigate the	Finding the Moon Activity 7-8 Investigating Water	Pages 63-76

natural world (e.g., hand lens, balance, magnets).	Activity 2, 4 Observing an Aquarium Activity 3-6 From Seed to Plant Activity 1-5 How Do We Learn Activity 5-12 Properties Activity 6-7	Pages 21-26, 35-40 Pages 31-67 Pages 1-52 Pages 43-101 Pages 47-60
SC.O.K.1.06 use safe and proper techniques for handling, manipulating and caring for science materials (e.g., follow safety rules, maintain a clean work area, treat living organisms humanely).	DSM modules include a safety section and provide specific cautions where appropriate. See for example: Sunshine and Shadows Activity 1 Activity 2 Finding the Moon Activity 1 Investigating Water Activity 8 Activity 12	Page 15 Pages 21, 23 Page 17 Page 65 Page 98
SC.O.K.1.07 collect and record information in a variety of ways (e.g., drawings, weather calendar, graphs).	Observing an Aquarium Activity 8-12 Properties Activity 6-8, 10-11 From Seed to Plant Activity 1-12 Finding the Moon Activity 2-3, 7-9 How Do We Learn Activity 6-11	Pages 79-12 Pages 47-66, 75-86 Pages 15-96 Pages 21-37, 63-84 Pages 51-93
Standard 2: Content of Science (SC.S.K.2)		
<i>SCIENCE OBJECTIVE</i> <i>The student will:</i>	<i>DSM</i> <i>ACTIVITY</i>	<i>PAGE(S)</i>
SC.O.K.2.01 using the five senses, identify living and non-living things.	DSM activities provide the opportunity to accomplish this objective. See for example: From Seed to Plant Activity 1-4 Reader Observing an Aquarium Activity 1-6 Reader Finding the Moon Activity 8 How Do We Learn Activity 1	Pages 15-44 Pages 2-11 Pages 15-67 Pages 2-11 Pages 71-76 Pages 13-22
SC.O.K.2.02 observe and describe the movement, growth and changes in plants and animals.	Observing an Aquarium Activity 4-10 Reader From Seed to Plant Activity 6-11 Reader	Pages 39-107 Pages 10-11 Pages 53-90 Pages 10-11
SC.O.K.2.03 observe and describe models of plants and animals in different environments	Observing an Aquarium Activity 1-7, 12 Reader	Pages 15-78, 117-123 Pages 2-5, 14-15

(e.g., terrariums, aquariums, animals and plants in a forest, pond, field).	From Seed to Plant Activity 8, 11 Reader	Pages 67-72, 85-90 Pages 7, 12-13
SC.O.K.2.04 describe, compare, sort and group objects in terms of what they are made of (clay, cloth, paper, metal, etc.) and their physical properties of size, shape, color, weight or texture.	Properties Activity 2, 4-5, 10-13 Reader How Do We Learn Activity 2-3 Reader Investigating Water Activity 5, 7 Reader	Pages 19-24, 33-46, 75-100 Pages 3-13 Pages 23-35 Pages 10-11 Pages 41-46, 55-61 Pages 6-13
SC.O.K.2.05 identify liquids and solids.	Properties Activity 7-8 Reader Investigating Water Activity 1, 4, 8-9 Reader	Pages 53-66 Pages 5-11 Pages 13-20, 35-40, 63-80 Pages 6-9
SC.O.K.2.06 identify colors.	Properties Activity 1-3, 13 Reader	Pages 13-32, 95-100 Page 3
SC.O.K.2.07 explore and describe changes in energy (e.g., hot/cold and light/dark).	Sunshine and Shadows Activity 3 Reader Investigating Water Activity 9-11 Reader	Pages 27-32 Page 10 Pages 71-94 Pages 6-11
SC.O.K.2.08 explore and discuss magnetic properties of objects.	Properties Activity 11 Reader	Pages 81-86 Page 8
SC.O.K.2.09 explore and discuss the different ways objects can be moved (e.g., straight, circular, fast, slow).	Sunshine and Shadows Activity 4, 6 Reader Finding the Moon Activity 3, 9-10	Pages 33-41, 49-56 Pages 8-9, 14 Pages 29-37, 77-91
SC.O.K.2.10 observe and record daily changes in weather (e.g., clouds, air temperature).	Sunshine and Shadows Reader See grade 2 module <u>Weather Watching</u>	Pages 12-13
SC.O.K.2.11 identify objects in the day and night sky (e.g., moon, stars, sun).	Finding the Moon Activity 1, 3-4 Reader	Pages 13-19, 29-46 Pages 2-10
SC.O.K.2.12 observe and compare differences in earth materials.	Investigating Water Activity 1-2, 4, 9-11 Reader Properties Activity 2, 5, 8 Reader	Pages 13-26, 35-40, 71-94 Pages 2-11, 14 Pages 19-24, 41-46, 61-66 Pages 14-15

Standard 3: Application of Science (SC.S.K.3)

<i>SCIENCE OBJECTIVE</i> <i>The student will:</i>	<i>DSM</i> <i>ACTIVITY</i>	<i>PAGE(S)</i>
SC.O.K.3.01 recognize that models are representations of real things.	Finding the Moon Activity 2, 7-8, 10-11 From Seed to Plant Activity 13	Pages 21-28, 63-76, 85-97 Pages 97-103

	Investigating Water Activity 10-12 Observing an Aquarium Activity 2, 11 Sunshine and Shadows Activity 2-3, 8-11	Pages 81-100 Pages 23-30, 109-116 Pages 19-32, 65-88
SC.O.K.3.02 observe and point out that change occurs gradually, repetitively, or randomly within the environment.	Finding the Moon Activity 3-5, 9-10 From Seed to Plant Activity 4-7, 11-13 Reader Investigating Water Activity 3, 7, 9-12 Reader Sunshine and Shadows Activity 4, 6-9 Reader	Pages 29-54, 77-91 Pages 39-66, 85-103 Pages 4-5, 10-11 Pages 27-34, 55-61, 71-100 Pages 4-10 Pages 33-41, 49-76 Pages 8-9, 12-13
SC.O.K.3.03 observe and identify the uses of tools and appliances at home and at play.	Properties Reader From Seed to Plant Reader Observing an Aquarium Reader Investigating Water Activity 12 How Do We Learn Activity 4 Reader	Page 14 Pages 12-13 Page 13 Pages 95-100 Pages 37-41 Pages 12-13
SC.O.K.3.04 work in groups, listen to and be tolerant of different viewpoints.	DSM activities provide the opportunity to accomplish this objective. Students work in cooperative groups in activities. See for example: Finding the Moon Activity 6, 7 From Seed to Plant Activity 5, 8, 11 Investigating Water Activity 5-7 Observing an Aquarium Activity 8-9, 11 Sunshine and Shadows Activity 7-1 Properties Activity 10-11	Pages 55-69 Pages 45-52, 67-72, 85-90 Pages 41-61 Pages 79-95, 100-116 Pages 57-88 Pages 75-86

Grade One

Standard 1: Nature of Science (SC.S.1.1)		
<i>SCIENCE OBJECTIVE</i> <i>The student will:</i>	<i>DSM</i> <i>ACTIVITY</i>	<i>PAGE(S)</i>
SC.0.1.1.01 ask questions about themselves and their world.	DSM activities provide the opportunity to accomplish this objective. See for example: Finding the Moon Activity 6, 7 From Seed to Plant Activity 5, 8, 11 Investigating Water Activity 5-7 Observing an Aquarium Activity 8-9, 11 Sunshine and Shadows Activity 7-1 Properties Activity 10-11	Pages 55-69 Pages 45-52, 67-72, 85-90 Pages 41-61 Pages 79-95, 100-116 Pages 57-88 Pages 75-86
SC.0.1.1.02 discuss the lives and discoveries of scientists after listening to stories about their lives and discoveries.	Finding the Moon Reader Sunshine and Shadows Reader Observing an Aquarium Reader Properties Reader	Page 14 Page 12 Page 12 Page 14
SC.O.1.1.03 demonstrate curiosity, initiative and creativity by questioning observations of changes in the environment (e.g., life cycles; motion of celestial objects; sun and shadow).	DSM activities provide the opportunity to accomplish this objective. See for example: Finding the Moon Activity 9-11 From Seed to Plant Activity 6-9 Investigating Water Activity 4-8 Observing an Aquarium Activity 4-5 Properties Activity 7-11 How Do We Learn Activity 1-3	Pages 77-97 Pages 53-84 Pages 39-69 Pages 39-55 Pages 53-86 Pages 13-35
SC.0.1.1.04 use scientific instruments and everyday materials to investigate the natural world (e.g., hand lens, balance, magnets, thermometer, seeds, rocks)	Finding the Moon Activity 7-8 Investigating Water Activity 2, 4 Observing an Aquarium Activity 3-6 From Seed to Plant Activity 1-5 How Do We Learn Activity 5-12 Properties Activity 6-7	Pages 63-76 Pages 21-26, 35-40 Pages 31-67 Pages 1-52 Pages 43-101 Pages 47-60
SC.0.1.1.05 use safe and	DSM modules include a safety	

proper techniques for handling, manipulating and caring for science materials (e.g., follow safety rules, maintain a clean work area, treat living organisms humanely).	section and provide specific cautions where appropriate. See for example: Sunshine and Shadows Activity 1 Activity 2 Finding the Moon Activity 1 Investigating Water Activity 8 Activity 12	Page 15 Pages 21, 23 Page 17 Page 65 Page 98
SC.0.1.1.06 collect, record and compare information using a variety of classification systems (e.g., ordering, sorting, or sequencing) and using a variety of communication techniques (e.g., sketches, pictographs, or models).	Observing an Aquarium Activity 8-12 Properties Activity 6-8, 10-11 From Seed to Plant Activity 1-12 Finding the Moon Activity 2-3, 7-9 How Do We Learn Activity 6-11	Pages 79-12 Pages 47-66, 75-86 Pages 15-96 Pages 21-37, 63-84 Pages 51-93

Standard 2: Content of Science (SC.S.1.2)

<i>SCIENCE OBJECTIVE</i> <i>The student will:</i>	<i>DSM</i> <i>ACTIVITY</i>	<i>PAGE(S)</i>
SC.0.1.2.01 classify objects as living or non-living.	DSM activities provide the opportunity to accomplish this objective. See for example: From Seed to Plant Activity 1-7 Observing an Aquarium Activity 1-6 Finding the Moon Activity 7-8	Pages 15-66 Pages 15-67 Pages 63-76
SC.0.1.2.02 identify that most living things need water, food, light and air.	From Seed to Plant Activity 2, 6, 8, 14 Reader Observing an Aquarium Activity 1-6 Reader Finding the Moon Activity 6	Pages 21-31, 53-58, 67-72, 105-109 Pages 4-5, 12 Pages 15-67 Pages 2-3, 12, 14 Pages 55-61
SC.0.1.2.03 describe changes in life cycle of living organisms.	From Seed to Plant Activity 2, 5, 13 Reader Observing an Aquarium Activity 10 Reader	Pages 2-31, 45-52, 97-103 Pages 4-5, 10-11 Pages 97-107 Pages 10-11
SC.0.1.2.04 identify the parts of growing plants as they develop.	From Seed to Plant Activity 4-6, 9-10, 12-13 Reader Observing an Aquarium Activity 3	Pages 39-58, 73-84, 91-103 Pages 6-11 31-38
SC.0.1.2.05 depict movement of living things in air, water and	From Seed to Plant Activity 4-7	Pages 39-66

on land. (e.g., birds flying, fish swimming, worms burrowing in soil).	Observing an Aquarium Activity 4-6, 8-9 Reader	Pages 39-67, 79-85 Page 7
SC.0.1.2.06 recognize that materials are composed of smaller parts that may be seen with a magnifier.	From Seed to Plant Activity 1-6 Observing an Aquarium Activity 3-10 How Do We Learn Activity 5	Pages 15-58 Pages 21-107 Pages 43-49
SC.0.1.2.07 recognize that materials can be recycled and used again, sometimes in different forms.	Investigating Water Investigation 9, 11, 12	Pages 71-80, 89-100
SC.0.1.2.08 recognize that water can change from one form to another and give examples of changes.	Investigating Water Investigation 9-11 Reader	Pages 71-94 Pages 6-11
SC.0.1.2.09 predict and investigate the buoyancy of objects in water.	Investigating Water Investigation 5 Reader Properties Activity 10 Reader	Pages 41-46 Page 12 Pages 75-80 Page 11
SC.0.1.2.10 classify objects as magnetic or non-magnetic.	Properties Activity 11 Reader	Pages 81-86 Page 8
SC.0.1.2.11 observe and record shadows at different times of the day.	Finding the Moon Activity 5 Sunshine and Shadows Activity 1, 4, 6 Reader	Pages 47-54 Pages 13-18, 33-41, 49-56 Pages 8-9, 14-15
SC.0.1.2.12 describe the changes in the motion of objects (e.g., slowing, speeding up, curving).	Sunshine and Shadows Activity 4, 6 Investigating Water Activity 3, 8	Pages 33-41, 49-56 Pages 27-34, 63-69
SC.0.1.2.13 demonstrate that sounds are produced by vibrations.	See grade 2 module Using Your Senses	
SC.01.2.14 observe, identify and record changes in weather and effects on living organisms.	Sunshine and Shadows Reader See grade 2 module Weather Watching	Pages 12- 13
SC.0.1.2.15 recognize that the sun, moon, and stars appear to move.	Finding the Moon Activity 3 Sunshine and Shadows Activity 1, 4, 6 Reader	Pages 29-37 Pages 13-18, 33-41, 49-56 Pages 8-9
SC.0.1.2.16 observe and discuss the importance of objects in the day and night sky.	Finding the Moon Activity 1, 3, 12 Reader Sunshine and Shadows Activity 1, 4, 7 Reader	Pages 13-19, 29-37, 99-104 Pages 2-5 Pages 13-18, 33-44, 57-63 Pages 10, 12-13
SC.0.1.2.17 use a model to compare land and water features on the Earth.	Observing an Aquarium Activity 1	Pages 15-21
SC.0.1.2.18 identify important	From Seed to Plant	

uses of air.	Activity 10	Pages 79-84
SC.0.1.2.19 investigate and compare the properties of soil (e.g., sand, clay, humus).	From Seed to Plant Activity 2 See grade 2 module <u>Soil Science</u> .	Pages 21-31
Standard 3: Application of Science (SC.S.1.3)		
<i>SCIENCE OBJECTIVE</i> <i>The student will:</i>	<i>DSM</i> <i>ACTIVITY</i>	<i>PAGE(S)</i>
SC.01.3.01 identify that systems are made of parts that interact with one another.	Finding the Moon Activity 1-2, 10 Reader Sunshine and Shadows Activity 1, 4-5, 8-9 Reader From Seed to Plant Activity 3, 9-12 Reader Observing an Aquarium Activity 2-7, 12 Reader	Pages 13-28, 85-91 Pages 4-5, 6-10 Pages 13-18, 23-48, 66-76 Pages 4-6, 14 Pages 33-38, 73-96 Pages 2-3, 6-9, 12 Pages 23-78, 117-128 Pages 2-3, 8-9, 14-15
SC.01.3.02 use models as representations of real things.	Finding the Moon Activity 2, 7-8, 10-11 From Seed to Plant Activity 13 Investigating Water Activity 10-12 Observing an Aquarium Activity 1-2, 11 Sunshine and Shadows Activity 2-3, 8-11 Reader How Do We Learn Activity 6-8	Pages 21-28, 63-76, 85-91 Pages 97-103 Pages 81-100 Pages 15-30, 109-116 Pages 19-37, 65-88 Page 14 Pages 51-71
SC.0.1.3.03 distinguish between natural and man-made objects.	DSM activities provide the opportunity to accomplish this objective. See for example: Properties Activity 12	Pages 87-93
SC.0.1.3.04 listen to and be tolerant of different viewpoints while working in collaborative groups.	DSM activities provide the opportunity to accomplish this objective. Students work cooperatively during activities. See for example: Finding the Moon Activity 6, 7 From Seed to Plant Activity 5, 8, 11 Investigating Water Activity 5-7 Observing an Aquarium Activity 8-9, 11 Sunshine and Shadows Activity 7-1 Properties Activity 10-11	Pages 55-69 Pages 45-52, 67-72, 85-90 Pages 41-61 Pages 79-95, 100-116 Pages 57-88 Pages 75-86
SC.0.1.3.05 develop	Investigating Water	

respect and responsibility for the environment by engaging in conservation practices (e.g., recycling, trash clean-up).	Activity 12 Observing an Aquarium Activity 1-12	Pages 95-100 Pages 109-123
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Grade Two

Standard 1: Nature of Science (SC.S.2.1)		
<i>SCIENCE OBJECTIVE</i> <i>The student will:</i>	<i>DSM</i> <i>ACTIVITY</i>	<i>PAGE(S)</i>
SC.0.2.1.01 interpret science as the human’s search for an understanding of the world by asking questions about themselves and their world.	<p>DSM activities provide the opportunity to accomplish this objective. See for example:</p> <p>Classroom Plants Activity 6, 9</p> <p>Force and Motion Activity 4-5</p> <p>Plant and Animal Populations Activity 7, 10-11</p> <p>Sink or Float Activity 1, 5</p> <p>Soil Science Activity 7-8</p> <p>States of Matter Activity 4-5</p>	<p>Pages 55-64, 81-86</p> <p>Pages 41-55</p> <p>Pages 69-76, 95-101</p> <p>Pages 13-19, 43-51</p> <p>Pages 59-79</p> <p>Pages 35-50</p>
SC.0.2.1.02 compare the lives and discoveries of scientists of different cultures and backgrounds.	<p>Classroom Plants Reader</p> <p>Force and Motion Reader</p> <p>Using Your Senses Reader</p> <p>Butterflies and Moths Reader</p>	<p>Page 14</p> <p>Pages 12-13</p> <p>Pages 13-14</p> <p>Page 14</p>
SC.0.2.1.03 identify and discuss science careers in the community.	<p>Classroom Plants Activity 12, Science and Careers</p> <p>Force and Motion Activity 12, Science and Careers</p> <p>Weather Watching Reader</p> <p>Butterflies and Moths Reader</p> <p>Sink or Float Reader</p> <p>Soil Science Reader</p> <p>Using Your Senses Reader</p>	<p>Page 112</p> <p>Page 99</p> <p>Page 14</p> <p>Page 14</p> <p>Pages 12-13</p> <p>Page 13</p> <p>Page 13</p>
SC.0.2.1.04 demonstrate curiosity, initiative and creativity by observing, classifying and comparing and analyzing natural objects in the environment.	<p>DSM activities provide the opportunity to accomplish this objective. See for example:</p> <p>Butterflies and Moths Activity 6, 9, 11-12</p> <p>Classroom Plants Activity 2-4, 7-11</p> <p>Force and Motion Activity 6-8</p> <p>Plant and Animal Populations Activity 1-2, 4-7</p> <p>Sink or Float Activity 1-8</p> <p>Soil Science</p>	<p>Pages 53-59, 79-97, 97-110</p> <p>Pages 23-46, 73-104</p> <p>Pages 57-73</p> <p>Pages 15-33, 43-76</p> <p>Pages 13-73</p>

	Activity 2-5	Pages 21-50
SC.02.1.05 manipulate scientific instruments and everyday materials to investigate the natural world (e.g., hand lens, balance, thermometer, metric ruler, magnets, weather instruments, or calculators).	Butterflies and Moths Activity 1-2, 6 Force and Motion Activity 1-10 Plant and Animal Populations Activity 1-7 Soil Science Activity 1-3, 10-12 Weather Watching Activity 2-7 States of Matter Activity 6-7, 11	Pages 15-30, 53-59 Pages 13-99 Pages 15-76 Pages 15-36, 91-114 Pages 21-68 Pages 51-63, 89-96
SC.02.1.06 measure the length and width of various objects using standard and non-standard units (e.g., metric ruler, paper clips, counting bears).	Classroom Plants Activity 3 Force and Motion Activity 1-2, 5, 9 Weather Watching Activity 7	Page 29-37 Pages 13-29, 49-55, 83-90 Pages 61-68
SC.02.1.07 use safe and proper techniques for handling, manipulating, and caring for science materials (e.g., follow safety rules, maintain a clean work area, treat living organisms humanely).	DSM modules include a “Safety in the Classroom” section and provide specific cautions where appropriate. See for example: States of Matter Sink or Float Using Your Senses Weather Watching Activity 8-10	Pages 58, 82 Page 37 Pages 25, 33 Pages 69-100
SC.02.1.07 design and conduct simple investigations; observe, collect and record information using a variety of classification systems; describe trends of data; and make predictions based on that data (e.g., seasonal changes and plants; temperature and weather)	DSM activities provide the opportunity to accomplish this objective. See for example: Weather Watching Activity 2-5 Using Your Senses Activity 8-12 Classroom Plants Activity 3-5 Force and Motion Activity 4-5 Sink or Float Activity 1, 8-10 Soil Science Activity 7-8	Pages 21-50 Pages 67-103 Pages 29-53 Pages 41-55 Pages 13-19, 67-88 Pages 59-79

Standard 2: Content of Science (SC.S.2.2)

<i>SCIENCE OBJECTIVE</i> <i>The student will:</i>	<i>DSM</i> <i>ACTIVITY</i>	<i>PAGE(S)</i>
SC.0.2.2.01 identify that plants and animals have different structures.	Butterflies and Moths Activity 1-2, 6, 9, 12 Reader Classroom Plants Activity 2, 6-10 Reader Plant and Animal Populations Activity 1-2, 4-7, 10-11 Using Your Senses	Pages 15-30, 53-59, 79-87, 105-110 Pages 4-11 Pages 23-28, 55-95 Pages 7-12 Pages 15-23, 43-76, 95-110

	Activity 1, 5, 8, 10-11 Reader	Pages 45-57, 67-73, 81-95 Pages 4-11
SC.0.2.2.02 identify the structures living things including their systems, and explain their functions (e.g., wings for flying, fins for swimming; roots for support and obtaining water).	Butterflies and Moths Activity 1-2, 6, 9, 12 Reader Classroom Plants Activity 2, 6-10 Reader Plant and Animal Populations Activity 1-2, 4-7, 10-11 Using Your Senses Activity 1, 5, 8, 10-11 Reader	Pages 15-30, 53-59, 79-87, 105-110 Pages 4-11 Pages 23-28, 55-95 Pages 7-12 Pages 15-23, 43-76, 95-110 Pages 45-57, 67-73, 81-95 Pages 4-11
SC.0.2.2.03 sequence pictures of events to illustrate the changes in the life cycle of plants and animals.	Butterflies and Moths Activity 11 Reader Classroom Plants Activity 10 Reader Plant and Animal Populations Activity 4	Pages 97-104 Pages 8-13 Pages 87-95 Page 5 Pages 43-50
SC.0.2.2.04 relate observations of the butterfly's life cycle to student's own growth and change.	Butterflies and Moths Activity 11	Pages 97-104
SC.0.2.2.05 compare and contrast simple models of different kinds of habitats, including a forest and a stream	Plant and Animal Populations Activity 4, 6-7, 11 Reader	Pages 43-50, 59-76, 102-110 Pages 8-9, 13
SC.0.2.2.06 identify materials as a solid, a liquid or a gas and recognize that matter takes up space, and can change from one state to another.	States of Matter Activity 1-12 Reader Sink or Float Reader	Pages 13-101 Pages 4-10 Pages 5-6
SC.0.2.2.07 demonstrate that a magnet can attract or repel objects.	See grade1 module <u>Properties</u> See grade 4 module <u>Magnets</u> .	
SC.0.2.2.08 identify which materials and colors conduct heat better than others.		
SC.0.2.2.09 demonstrate that a shadow is cast when an object blocks light.	See grade 1 module <u>Sunshine and Shadows</u> .	
SC.0.2.2.10 compare the effects of force on the motion of an object.	Force and Motion Activity 1-4, 7-8 Reader	Pages 13-47, 65-82 Pages 2-3, 6-8
SC.0.2.2.11 explore how sound can change in pitch and volume.	Using Your Senses Activity 6 Reader	Pages 53-60 Page 7
SC.0.2.2.12 identify and examine changes in the earth's surface (e.g., weathering, erosion).	Soil Science Activity 5-6, 12 Reader	Pages 45-58, 107-114 Pages 4-6, 9-11
SC.0.2.2.13 identify the effects of wind movement	Weather Watching Activity 4-5, 9-10 Reader	Pages 37-50, 77-100 Page 11-12

	Soil Science Reader	Pages 9-10
SC.0.2.2.14 observe and describe different types of precipitation.	Weather Watching Activity 7 Reader	Pages 61-68 Pages 4-5, 11-12
SC.0.2.2.15 describe daily and seasonal weather changes.	Weather Watching Activity 1-7 Reader	Pages 13-68 Page 10
SC.0.2.2.16 explain how the rotation of the Earth on its axis causes day and night.	See grade 3 module <u>Solar System</u> .	
SC.0.2.2.17 understand that the moon has phases.	See grade 1 module <u>Finding the Moon</u> .	
SC.0.2.2.18 describe how fossils are formed, and match a fossil, or a picture of a fossil, to its original organism.	See grade 3 module <u>Dinosaurs and Fossils</u> .	
Standard 3: Application of Science (SC.S.2.3)		
<i>SCIENCE OBJECTIVE</i> <i>The student will:</i>	<i>DSM</i> <i>ACTIVITY</i>	<i>PAGE(S)</i>
SC.0.2.3.01 identify parts of systems and identify how they interact with one another.	DSM activities provide the opportunity to accomplish this objective. See for example: Using Your Senses Activity 1-2, 5 States of Matter Activity 12 Soil Science Activity 2-5 Sink or Float Activity 8-12 Classroom Plants Activity 6-11 Reader	Pages 13-30, 45-52 Pages 97-101 Pages 21-50 Pages 67-107 Pages 55-104 Pages 6-12
SC.0.2.3.02 use models as representations of real things.	Soil Science Activity 6, 10-12 Butterflies and Moths Activity 3, 8 Force and Motion Activity 5-11 Plant and Animal Populations Activity 4 Sink or Float Activity 8-11 Using Your Senses Activity 1, 5	Pages 51-58, 91-114 Pages 31-38, 71-77 Pages 49-109 Pages 43-50 Pages 67-96 Pages 13-21, 45-52
SC.0.2.3.03 observe that changes occur gradually, repetitively, or randomly within the environment.	DSM activities provide the opportunity to accomplish this objective. See for example: Weather Watching Activity 3-7 Soil Science Activity 2, 5, 11-12 Butterflies and Moths Activity 6, 9, 11	Pages 29-68 Pages 21-27, 45-50, 99-114 Pages 53-59, 79-87, 97-104

	<p>Plant and Animal Populations Activity 2, 4-5, 9, 12</p> <p>States of Matter Activity 4, 8-11</p>	<p>Pages 25-33, 43-57, 85-93, 111-116</p> <p>Pages 35-40, 65-96</p>
<p>SC.0.2.3.04 recognize that common objects and events incorporate science (e.g., CD players, Velcro, weather) to solve human problems and enhance the quality of life.</p>	<p>States of Matter Investigation 12 Reader</p> <p>Force and Motion Activity 12 Reader</p> <p>Sink or Float Activity 12 Reader</p> <p>Soil Science Activity 10 Reader</p> <p>Weather Watching Activity 9-12 Reader</p> <p>Classroom Plants Activity 12 Reader</p>	<p>Pages 97-101 Pages 12-13, 15</p> <p>Pages 111-119 Pages 5-14</p> <p>Pages 97-107 Pages 12-13, 15</p> <p>Pages 91-97 Pages 10-12</p> <p>Pages 77-116 Pages 6-7, 15</p> <p>Pages 105-112 Page 15</p>
<p>SC.0.2.3.05 listen to and be tolerant of different viewpoints while working in collaborative groups</p>	<p>DSM activities provide the opportunity to accomplish this objective. Students work cooperatively in groups during activities. See for example:</p> <p>Classroom Plants Activity 6, 9</p> <p>Force and Motion Activity 4-5</p> <p>Plant and Animal Populations Activity 7, 10-11</p> <p>Sink or Float Activity 1, 5</p> <p>Soil Science Activity 7-8</p> <p>States of Matter Activity 4-5</p>	<p>Pages 55-64, 81-86</p> <p>Pages 41-55</p> <p>Pages 69-76, 95-101</p> <p>Pages 13-19, 43-51</p> <p>Pages 59-79</p> <p>Pages 35-50</p>
<p>SC.0.2.3.06 develop respect and responsibility for the environment by engaging in conservation practices (e.g., recycling, trash clean-up, power consumption reduction).</p>	<p>DSM activities provide the opportunity to accomplish this objective. See for example:</p> <p>Classroom Plants Activity 1</p> <p>Soil Science Activity 10-12 Reader</p>	<p>Page 15-21</p> <p>Pages 91-114 Pages 10-12</p>

Grade Three

Standard 1: Nature of Science (SC.S.3.1)		
<i>SCIENCE OBJECTIVE</i> <i>The student will:</i>	<i>DSM</i> <i>ACTIVITY</i>	<i>PAGE(S)</i>
SC.0.3.1.01 recognize that scientific explanations may lead to new discoveries (e.g., new knowledge leads to new questions).	DSM activities provide the opportunity to accomplish this objective. See for example: Magnets Reader	Pages 13-14
	Dinosaurs and Fossils Reader	Pages 14-15
	Electric Circuits Reader	Pages 12-14
	Force and Motion Reader	Pages 12-13
SC.0.3.1.02 study the lives and discoveries of scientists of different cultures and backgrounds.	Force and Motion Activity 1, Science and Social Studies Reader	Page 22 Pages 12-13
	Classroom Plants Reader	Page 14
	Butterflies and Moths Reader	Page 14
	Using Your Senses Reader	Pages 13-14
	Solar System Activity 1, Science and Social Studies	Page 26
	Electrical Circuits Reader	Pages 12-13
SC.0.3.1.03 explore science careers in the community.	Using Your Senses Activity 1, Science and Careers Reader	Page 21 Page 13
	Soil Science Reader	Page 13
	Sink or Float Reader	Pages 12-13
	Electrical Circuits Activity 2, Science and Careers Reader	Page 25 Page 13
	Sound Reader	Page 14
	Weather Instruments Reader	Page 12
	DSM activities provide the opportunity to accomplish this objective. See for example:	
SC.0.3.1.04 demonstrate curiosity, initiative and creativity by planning and conducting simple investigations.	Classroom Plants Activity 5	Pages 47-53
	Plant and Animal Populations Activity 9-11	Pages 85-110
	Soil Science Activity 8, 10	Pages 69-79, 91-97
	Weather Instruments Activity 7	Pages 59-66

	Food Chains and Webs Activity 2-3	Pages 23-37
SC.0.3.1.05 recognize that developing solutions to problems takes time, patience and persistence through individual and cooperative ventures.	DSM activities provide the opportunity to accomplish this objective. See for example: Soil Science Activity 10 Sink or Float Activity 12 Plant and Animal Populations Activity 9 Water Cycle Activity 12 Magnets Activity 11 Plant and Animal Life Cycles Activity 4-5, 10	Pages 91-97 Pages 97-107 Pages 85-93 Pages 99-106 Pages 71-76 Pages 43-56, 91-96
SC.0.3.1.06 support statements with facts found through research from various sources, including technology.	DSM activities provide the opportunity to accomplish this objective. See for example: Weather Watching Activity 7, Science, Technology and Society Butterflies and Moths Activity 12, Science and Social Studies Dinosaurs and Fossils Activity 12, Science and Social Studies Solar System Activity 1, Science, Technology and Society	Page 68 Page 110 Page 95 Page 20
SC.0.3.1.07 use scientific instruments, technology, and everyday materials to investigate the natural world.	Weather Watching Activity 2-7 States of Matter Activity 6-7, 11 Plant and Animal Populations Activity 1-7 Solar System Activity 5-8 Dinosaurs and Fossils Activity 6-7 Weather Instruments Activity 1-5, 11	Pages 21-68 Pages 51-63, 89-96 Pages 15-76 Pages 43-72 Pages 47-60 Pages 13-50, 89-96
SC.0.3.1.08 use safe and proper techniques for handling, manipulating and caring for science materials (e.g., follow safety rules, maintain a clean work area, or treat living organisms humanely).	DSM modules include a “Safety in the Classroom” section and provide specific cautions where appropriate. See for example: States of Matter Sink or Float Weather Watching Activity 8-10 Magnets Electrical Circuits	Pages 58, 82 Page 37 Pages 69-100 Page 65 Page 61 Pages 15, 30, 68, 69
SC.0.3.1.09 apply mathematical skills and use metric units in measurements.	Weather Watching Activity 2-3, 11 States of Matter	Pages 21-36, 61-68

	Activity 6-7, 11 Dinosaurs and Fossils Activity 6-7 Weather Instruments Activity 1-3, 6, 11 Solar System Activity 4-8	Pages 51-65, 89-96 Pages 47-60 Pages 13-36, 51-57, 89-96 Pages 43-72
SC.0.3.1.10 interpret data presented in a table, graph, map or diagram and use it to answer questions and make predictions and inferences based on patterns of evidence.	Classroom Plants Activity 5 Weather Watching Activity 3, 7 Plant and Animal Populations Activity 8-9 Dinosaurs and Fossils Activity 6-7 Food Chains and Webs Activity 2 Magnets Activity 2-4	Pages 47-53 Pages 29-36, 61-68 Pages 77-93 Pages 47-60 Pages 23-29 Pages 19-34
SC.0.3.1.11 identify and control variables.	Classroom Plants Activity 5 Plant and Animal Populations Activity 9 Sink or Float Activity 2-5, 7 Soil Science Activity 7, 10 Sound Activity 9-11 Electrical Circuits Activity 6-7 Food Chains and Webs Activity 2-3	Pages 47-53 Pages 85-93 Pages 21-51, 61-66 Pages 59-67, 91-97 Pages 73-98 Pages 51-62 Pages 23-37

Standard 2: Content of Science (SC.S.3.2)

<i>SCIENCE OBJECTIVE</i> <i>The student will:</i>	<i>DSM</i> <i>ACTIVITY</i>	<i>PAGE(S)</i>
SC.0.3.2.01 identify the structures of living things, including their systems and explain their functions.	Butterflies and Moths Activity 2, 6 Reader, Classroom Plants Activity 1-2, 6-9, 11 Reader Plant and Animal Populations Activity 2, 4, 6-7, 10-11 Using Your Senses Activity 1, 5, 8 Reader Plant and Animal Life Cycles Activity 3, 8 Reader Food Chains and Webs Activity 4-6	Pages 23-30, 53-59 Pages 4-7 Pages 15-28, 55-86, 97-104 Pages 6-12 Pages 25-33, 45-50, 59-70 Pages 13-21, 45-52, 67-73 Pages 4-12 Pages 33-44, 75-82 Pages 2-4 Pages 39-58
SC.0.3.2.02 observe, measure and record changes in living things (e.g., growth and	Plant and Animal Populations Activity 2, 4-12 Classroom Plants	Pages 25-33, 43-117

development, variations within species).	Activity 3-5 Butterflies and Moths Activity 6, 9, 11 Plant and Animal Life Cycles Activity 2-3, 5-6, 9-10 Food Chains and Webs Activity 2-3	Pages 29-53 Pages 53-59, 79-87, 97-104 Pages 23-41, 49-63, 83-96 Pages 23-37
SC.0.3.2.03 compare physical characteristics and behaviors of living organisms and explain how they are adapted to a specific environment (e.g., beaks and feet in birds, seed dispersal, camouflage, or different types of flowers).	Butterflies and Moths Activity 3, 8, 10 Reader Classroom Plants Activity 1-2, 6-7, 9, 11 Reader Plant and Animal Populations Activity 2, 4, 6-7, 10-11 Plant and Animal Life Cycles Activity 3, 8 Reader Dinosaurs and Fossils Activity 8 Reader Food Chains and Webs Activity 4-6 Reader	Pages 31-38, 71-77, 89-96 Pages 4-7 Pages 15-23, 55-71, 81-86, 97-104 Pages 6-12 Pages 25-33, 43-50, 95-110 Pages 33-41, 75-82 Page 10 Pages 61-66 Pages 6-11 Pages 39-58 Pages 4-5
SC.0.3.2.04 observe and describe relationships among organisms and predict the effect of adverse factors.	Plant and Animal Populations Activity 4-12 Reader Classroom Plants Activity 3, 11 Butterflies and Moths Activity 3, 5, 7-8 Food Chains and Webs Activity 4-12 Reader	Pages 43-117 Pages 4-7, 10-13 Pages 29-37, 97-104 Pages 31-38, 47-52, 67-77 Pages 39-104 Pages 4-10
SC.0.3.2.05 relate the buoyancy of an object to its density.	DSM activities provide the opportunity to accomplish this objective. See for example: Sink or Float Activity 1-5, 7-12 Reader	Pages 13-51, 61-107 Pages 7-11
SC.0.3.2.06 identify physical and chemical properties.	States of Matter Activity 1-4, 7, 11 Reader Soil Science Activity 1, 3-4, 7 Reader Electrical Circuits Activity 6-7 Reader Magnets Activity 2, 4, 9 Reader	Pages 13-40, 57-63, 89-96 Pages 7, 12 Pages 15-20, 29-44, 59-63 Pages 7-8 Pages 51-70 Pages 3, 8 Pages 19-23, 29-34, 59-64 Pages 2-3
SC.0.3.2.07 relate changes in states of matter to changes in temperature.	States of Matter Activity 4-12 Reader Weather Watching	Pages 35-101 Pages 8-9

	Activity 3, 7 Water Cycle Activity 4-5, 8-9, 12-13 Reader	Pages 29-36, 61-68 Pages 39-51, 69-83, 99-114 Pages 8-9
SC.0.3.2.08 investigate the dissolving of solids in liquids	States of Matter Activity 12 Reader	Pages 97-104 Page 12
SC.0.3.2.09 investigate the reflection and refraction of light by objects.	See grade 5 module <u>Color and Light</u> .	
SC.0.3.2.10 relate how the color of an object is based upon the reflection of light.	See grade 5 module <u>Color and Light</u> .	
SC.0.3.2.11 recognize that it takes work to move objects over a distance.	Force and Motion Activity 1-2 Reader	Pages 13-29 Pages 2-4
SC.0.3.2.12 examine the relationship between speed, distance, and time.	Force and Motion Activity 2	Pages 23-29
SC.0.3.2.13 recognize that the greater a force is exerted on an object, the greater the change of its motion.	Force and Motion Activity 1-2	Pages 13-29
SC.0.3.2.14 identify examples of potential and kinetic energy.	See grade 5 module <u>Simple Machines</u> .	
SC.0.3.2.15 identify fossils as a record of time.	Dinosaurs and Fossils Activity 1-3, 8 Reader Earth Movements Activity 3 Reader	Pages 13-34, 61-66 Pages 4-5, 13-15 Pages 29-37 Pages 6-7
SC.0.3.2.16 explore erosion of different materials by water and wind (e.g., sand, mud pile and rocks).	Soil Science Activity 5-6, 10, 12 Earth Movements Reader	Pages 45-58, 91-97, 107-114 Pages 12-13
SC.0.3.2.17 describe how volcanoes and earthquakes affect the earth.	Earth Movements Activity 10-12 Reader	Pages 87-110 Pages 6-11
SC.0.3.2.18 recognize the relative movement of the earth and moon in relation to the sun.	Solar System Activity 1-2 Reader	Pages 13-28 Pages 6-7
SC.0.3.2.19 describe the similarities and differences among the planets.	Solar System Activity 1-2, 6-9 Reader	Pages 13-26, 51-81 Pages 2-12
SC.0.3.2.20 identify properties of minerals and recognize that rocks are composed of different minerals.	See grade 5 module <u>Rocks and Minerals</u>	
SC.0.3.2.21 explain how igneous, sedimentary and metamorphic rocks are formed.	Earth Movements Activity 3, 10 Reader	Pages 23-37, 87-96 Page 15
SC.0.3.2.22 identify geographical features using a model or map.	Earth Movements Activity 5-6, 12 Reader	47-61, 105-110 Pages 6-7, 11
SC.0.3.2.23 compare and contrast the layers of the Earth	Earth Movements Activity 1-2	Pages 13-27

and their various features.	Reader	Pages 2-3, 11
Standard 3: Application of Science (SC.S.3.3)		
<i>SCIENCE OBJECTIVE</i> <i>The student will:</i>	<i>DSM</i> <i>ACTIVITY</i>	<i>PAGE(S)</i>
SC.0.3.3.01 identify that systems are made of parts that interact with one another.	Classroom Plants Activity 6-11 Reader Sink or Float Activity 8-12 Soil Science Activity 2-5 Butterflies and Moths Activity 2 Reader Solar System Activity 1-2 Reader Magnets Activity 11 Electrical Circuits Activity 1-4 Reader	Pages 55-104 Page 12 Pages 67-107 Pages 21-50 Pages 23-30 Pages 4-8 Pages 13-21 Pages 2-7 Pages 71-76 Pages 13-42 Pages 4-7
SC.0.3.3.02 use models as representations of real things.	Using Your Senses Activity 1, 5 Soil Science Activity 6, 10-12 Butterflies and Moths Activity 3, 8 Water Cycle Activity 9-13 Solar System Activity 2, 6, 8-9 Earth Movements Activity 1-3, 7-10	Pages 13-21, 45-52 Pages 51-58, 91-114 Pages 31-38, 71-77 Pages 77-114 Pages 51-58, 65-81 Pages 13-37, 63-96
SC.03.3.03 observe that changes occur gradually, repetitively, or randomly within the environment and question causes of changes.	Weather Watching Activity 3-7 States of Matter Activity 4, 8-11 Butterflies and Moths Activity 6, 9, 11 Earth Movements Activity 4-7 Solar System Activity 12 Plant and Animal Life Cycles Activity 2-6, 8-11	Pages 29-68 Pages 35-40, 65-90 Pages 53-59, 79-87, 97-104 Pages 39-69 Pages 101-110 Pages 23-63, 83-96
SC.0.3.3.04 given a set of objects, group or order the objects according to an established scheme.	Magnets Activity 2-3 Plant and Animal Populations Activity 10-11 Butterflies and Moths Activity 12 Solar System Activity 12 Dinosaurs and Fossils	Pages 19-28 Pages 95-110 Pages 105-110 Pages 101-110

	Activity 9-12	Pages 67-95
SC.0.3.3.05 given a set of events, objects, shapes, designs, or numbers, formulate patterns of constancy or regularity.	States of Matter Activity 8-11 Reader Weather Watching Activity 11 Sink or Float Activity 2-4, 7-11 Dinosaurs and Fossils Activity 6-7 Solar System Activity 2, 9, 12	Pages 65-96 Pages 7-11 Pages 101-108 Pages 21- 42, 61-96 Pages 47-60 Pages 21-26, 73-81, 101-110
SC.0.3.3.06 cite examples of the uses of science and technology in common daily events and in the community.	States of Matter Reader Force and Motion Reader Electrical Circuits Reader Magnets Reader Water Cycle Reader	Pages 13-15 Page 14 Pages 14-15 Pages 10, 12 Pages 14-15
SC.0.3.3.07 explain a simple problem and identify a specific solution describing the use of tools and/or materials to solve the problem or to complete the task.	Classroom Plants Activity 5 Sink or Float Activity 9-12 Soil Science Activity 12 States of Matter Activity 5 Magnets Activity 12 Electrical Circuits Activity 12	Pages 47-53 Pages 75-107 Pages 107-114 Pages 41-50 Pages 77-81 Pages 89-94
SC.0.3.3.08 recognize that a solution to one scientific problem often creates new problems (e.g., recycling, pollution, conservation, waste disposal).	DSM activities provide the opportunity to accomplish this objective. See for example: Soil Science Activity 11-12 Reader Classroom Plants Activity 6, Science, Technology and Society	 Pages 99-114 Pages 10-12 Page 64
SC.03.3.09 listen to and be tolerant of different viewpoints by engaging in collaborative activities and be willing to modify ideas when new and valid information is presented.	DSM activities provide the opportunity to accomplish this objective. Students work cooperatively in groups during activities. See for example: Soil Science Activity 10 Sink or Float Activity 12 Plant and Animal Populations Activity 9 Water Cycle Activity 12 Magnets	 Pages 91-97 Pages 97-107 Pages 85-93 Pages 99-106

	Activity 11 Plant and Animal Life Cycles Activity 4-5, 10	Pages 71-76 Pages 43-56, 91-96
SC.0.3.3.10 develop respect and responsibility for the environment by engaging in conservation practices.	Soil Science Activity 10-12 Reader Water Cycle Activity 11, Science and Math Activity 11, Science, Technology and Society	Pages 91-114 Pages 10-12 Page 98 Page 98
SC.0.3.3.11 describe how modern tools and appliances have positively and/or negatively impacted their daily lives.	Force and Motion Activity 12 Water Cycle Activity 12, Science, Technology and Society Earth Movements Activity 10, Science, Technology and Society Sound Reader Magnets Reader Electrical Circuits Reader	Pages 111-117 Page 101 Page 96 Page 14 Pages 12, 14 Page s14-15

Grade Four

Standard 1: Nature of Science (SC.S.4.1)		
<i>SCIENCE OBJECTIVE</i> <i>The student will:</i>	<i>DSM</i> <i>ACTIVITY</i>	<i>PAGE(S)</i>
SC.0.4.1.01 explain how new discoveries lead to changes in scientific knowledge.	DSM activities provide the opportunity to accomplish this objective. See for example: Electrical Circuits Reader Magnets Activity 4, Science, Technology and Society Reader Dinosaurs and Fossils Reader Solar System Activity 2, Science, Technology and Society	Pages 12-14 Page 34 Pages 13-14 Pages 14-15 Page 26
SC.0.4.1.02 study the lives and discoveries of scientists of different cultures and backgrounds.	Solar System Activity 2, Science and Social Studies Reader Magnets Activity 10, Science and Language Arts Reader Weather Instruments Reader Earth Movements Reader Plant and Anima Life Cycles Reader	Page 26 Page 14 Page 70 Page 13 Pages 10-11 Page 14 Page 14
SC.0.4.1.03 explore science careers in West Virginia.	DSM activities provide the opportunity to accomplish this objective. See for example: Magnets Activity 6, Science and Careers Activity 8, Science and Careers Electrical Circuits Activity 2, Science and Careers Earth Movements Activity 1, Science and Careers	Page 44 Page 58 Page 25 Page 19
SC.0.4.1.04 demonstrate curiosity, initiative and creativity by developing questions that lead to investigations; designing simple experiments; and trusting observations of discoveries when trying new tasks and skills.	DSM activities provide the opportunity to accomplish this objective. See for example: Electrical Circuits Activity 6-7 Magnets Activity 2-3 Food Chains and Webs Activity 2-3 Weather Instruments Activity 7 Water Cycle Activity 12	Pages 57-62 Pages 19-25 Pages 23-37 Pages 59-66 Pages 9-106

<p>SC.0.4.1.05 recognize that developing solutions to problems requires persistence, flexibility, open-mindedness, and alertness for the unexpected.</p>	<p>DSM activities provide the opportunity to accomplish this objective. See for example: Plant and Life Cycles Activity 4-5, 10 Electrical Circuits Activity 6-7 Magnets Activity 2-3 Food Chains and Webs Activity 2-3 Weather Instruments Activity 7 Water Cycle Activity 12</p>	<p>Pages 43-56, 91-96 Pages 57-62 Pages 19-25 Pages 23-37 Pages 59-66 Pages 9-106</p>
<p>SC.0.4.1.06 support statements with facts found through research from various sources, including technology.</p>	<p>DSM activities provide the opportunity to accomplish this objective. See for example: Dinosaurs and Fossils Activity 12, Science and Social Studies Solar System Activity 1, Science, Technology and Society</p>	<p>Page 95 Page 20</p>
<p>SC.0.4.1.07 use scientific instruments, technology and everyday materials to investigate the natural world.</p>	<p>Weather Instruments Activity 1-5, 11 Dinosaurs and Fossils Activity 6-7 Solar System Activity 5-8 Food Chains and Webs Activity 4-6 Earth Movements Activity 3-4 Water Cycle Activity 7</p>	<p>Pages 13-50, 89-96 Pages 47-60 Pages 43-72 Pages 39-58 Pages 29-46 Pages 61-67</p>
<p>SC.0.4.1.08 demonstrate safe and proper techniques for handling, manipulating and caring for science materials.</p>	<p>DSM modules include a “Safety in the Classroom” section and provide specific cautions where appropriate. See for example: Magnets Electrical Circuits Earth Movements</p>	<p>Page 61 Pages 15, 30, 68, 69 Pages, 43, 91</p>
<p>SC.0.4.1.09 construct a hypothesis when provided a problem.</p>	<p>DSM activities opportunity to accomplish this objective. See for example: Magnets Activity 2-3 Dinosaurs and Fossils Activity 6-7 Food Chains and Webs Activity 3 Sound Activity 9-11</p>	<p>Pages 25-28 Pages 47-60 Pages 31-37 Pages 73-98</p>
<p>SC.0.4.1.10 establish variables and controls in an experiment;</p>	<p>Electrical Circuits Activity 6-7</p>	<p>Pages 57-70</p>

test variables through experimentation	Food Chains and Webs Activity 3 Sound Activity 9-11 Magnets Activity 11	Pages 31-37 Pages 73-98 Pages 71-76
SC.0.4.1.11 interpret data presented in a table, graph, or diagram and use it to answer questions and make decisions.	Plant and Animal Life Cycles Activity 9-10 Earth Movements Activity 12 Food Chains and Webs Activity 2 Magnets Activity 2-4 Weather Instruments Activity 1, 3, 5-6, 10-11	Pages 83-90 Pages 105-110 Pages 23-29 Pages 19-24 Pages 13-21, 31-36, 43-57, 81-96
SC.0.4.1.12 draw and support conclusions, make predictions and inferences based on patterns of evidence (e.g., weather maps, variation of plants, or frequency and pitch of sound).	Dinosaur Classification Activity 3, 6 Electrical Circuits Activity 6-8 Water Cycle Activity 5 Weather Instruments Activity 3, 6 Sound Activity 9-11 Magnets Activity 5	Pages 29-34, 47-53 Pages 51-70 Pages 45-51 Pages 31-36, 51-57 Pages 73-98 Pages 35-40
SC.0.4.1.13 apply mathematical skills and use metric units in measurements and calculations.	Dinosaurs and Fossils Activity 6-7 Weather Instruments Activity 1-3, 6, 11 Water Cycle Activity 4 Solar System Activity 4-8	Pages 47-60 Pages 13-36, 51-57, 89-96 Pages 39-44 Pages 43-72

Standard 2: Content of Science (SC.S.4.2)

<i>SCIENCE OBJECTIVE</i> <i>The student will:</i>	<i>DSM</i> <i>ACTIVITY</i>	<i>PAGE(S)</i>
SC.0.4.2.01 describe the different characteristics of plants and animals which help them to survive in different niches and environments.	Plant and Animal Life Cycles Activity 3-5, 7-8 Food Chains and Webs Activity 3-9 Reader Dinosaurs and Fossils Activity 8, 10 Reader	Pages 33-56, 68-82 Pages 31-79 Pages 4-5 Pages 61-66, 75-82 Pages 6-11
SC.4.0.4.2.02 associate the behaviors of living organisms to external and internal influences (e.g., hunger, climate, seasons).	Food Chains and Webs Activity 4-7 Reader	Pages 39-66 Pages 4-5
SC.0.4.2.03 identify and classify variations in structures of living things including their systems and explain their	Plant and Animal Life Cycles Activity 3-4, 8, 11 Food Chains and Webs Activity 2, 4-7, 10	Pages 33-48, 75-82, 97-103 Pages 23-29, 39-66, 81-86

functions (e.g., skeletons, teeth, plant needles, leaves).	Reader Dinosaurs and Fossils Activity 3, 6-8, 10-11 Reader	Pages 4-5 Pages 29-34, 47-66, 75-89 Pages 8-11
SC.0.4.2.04 compare and sequence changes in cycles in relation to plant and animal life.	Plant and Animal Life Cycles Activity 2-12 Reader	Pages 23-113 Pages 7-13
SC.0.4.2.05 give examples how plants and animals closely resemble their parents and that some characteristics are inherited from the parents and others result from interaction with the environment.	Plant and Animal Life Cycles Activity 9-11 Reader	Pages 83-103 Pages 2, 7-8, 10-12
SC.0.4.2.06 identify human uses of plants and animals (e.g., food sources, medicines).	Food Chains and Webs Activity 3	Pages 31-37
SC.0.4.2.07 describe the effects of altering environmental barriers on the migration of animals.	Food Chains and Webs Reader	Pages 10-12, 14-15
SC.0.4.2.08 construct and explain models of habitats, food chains, and food webs.	Food Chains and Webs Activity 1-13 Reader	Pages 15-101 Pages 6-9
SC.0.4.2.09 investigate how properties can be used to identify substances.	Magnets Activity 2 Reader Electrical Circuits Activity	Pages 19-23 Pages 2-3 Pages 51-62
SC.0.4.2.10 design an experiment to investigate the dissolving of solids and analyze the results.		
SC.0.4.2.11 examine simple chemical changes (e.g., tarnishing, rusting, or burning).	Earth Movements Activity 10	Pages 87-96
SC.0.4.2.12 explain that materials including air, take up space and are made of parts that are too small to be seen without magnification.	Weather Instruments Activity 2, 7 Reader Water Cycle Activity 4-5, 8, 12 Reader	Pages 23-29, 59-66 Page 6 Pages 39-51, 69-76, 99-106 Pages 8-11
SC.0.4.2.13 differentiate changes in states of matter due to heat loss or gain.	Weather Instruments Activity 7-9, 11 Reader Water Cycle Activity 4-9, 11-12 Reader	Pages 59-80, 89-96 Pages 6, 8 Pages 39-83, 91-114 Pages 8-12
SC.0.4.2.14 investigate variables that affect the rate of evaporation of a liquid.	Weather Instruments Activity 7 Water Cycle Activity 4-5, 12	Pages 59-66 Pages 39-51, 99-106
SC.0.4.2.15 compare and classify liquids based on density.		
SC.0.4.2.16 identify different forms of energy and describe	Electrical Circuits Activity 1, 3-5, 9	Pages 13-17, 27-50, 71-76

energy transformations that occur between them (e.g., electrical to heat, or radiant to chemical).	Reader Magnets Activity 4-5, 11 Reader	Pages 2-3, 4-6, 11, 14-15 Pages 29-40, 71-76 Pages 2-5, 10-11
SC.0.4.2.17 examine types and properties of waves (e.g., transverse, longitudinal, frequency, wavelengths).	Sound Activity 2-4 Reader Earth Movements Activity 11 Reader	Pages 21-43 Pages 2-3, 6-8 Pages 97-103 Pages 9-10, 14
SC.0.4.2.18 investigate static electricity and conductors/nonconductors of electricity.	Electrical Circuits Activity 6-7 Reader	Pages 51-62 Pages page 2
SC.0.4.2.19 construct simple electrical circuits.	Electrical Circuits Activity 1-5 Reader	Pages 13-50 Pages 4-6
SC.0.4.2.20 describe and explain the relationship between a compass and a magnetic field.	Magnets Activity 5-8 Reader	Pages 35-58 Pages 8-9
SC.0.4.2.21 relate motion of an object to its frame of reference.	See grade 3 module <u>Force and Motion</u> .	
SC.0.4.2.22 predict and investigate the motion of an object if the applied force is changed.	See grade 3 module <u>Force and Motion</u> .	
SC.0.4.2.23 explore that sounds are produced by vibrating objects and columns of air and explore the relationship between frequency and pitch of sound.	Sound Activity 2-8	Pages 21-72
SC.0.4.4.24 explore the change in the length, tension, or thickness of the vibrating object on the frequency of vibration (e.g., string, wire, rubber band).	Sound Activity 8-11	Pages 67-98
SC.0.4.2.25 examine the geologic time scale.	Earth Movements Activity 3 Dinosaurs and Fossils Activity 1	Pages 29-37 Pages 13-19
SC.0.4.2.26 locate and identify patterns of stars and their change in location throughout the year.	Solar System Activity 12	Page 101-110
SC.0.4.2.27 compare and explain the relative time differences to erode materials.	See grade 5 module <u>Erosion</u> .	
SC.0.4.2.28 investigate the cause and effects of volcanoes, earthquakes and landslides.	Earth Movements Activity 10-12 Reader	Pages 87-110 Pages 9-11
SC.0.4.2.29 interpret a weather chart or map and predict outcomes.	Weather Instruments Activity 12	Pages 97-101
SC.0.4.2.30 identify the sun as a star.	Solar System Activity 1 Reader	Pages 13-20 Pages 2-3
SC.0.4.4.31 explain the effects of alignment of earth, moon and	Solar System Activity 2-3	Pages 21-34

sun on the earth.	Reader	Pages 2-3
SC.0.4.2.32 describe and explain the planets orbital paths.	Solar System Activity 1 Reader	Pages 13-20 Pages 2-3
SC.0.4.2.33 differentiate between types of rock and describe the rock cycle.	Earth Movements Activity 3 Reader	Pages 29-37 Page 15
SC.0.4.2.34 compare ocean water and fresh water.	Water Cycle Activity 1 See grade 5 module <u>Oceans</u> .	Pages 13-21
SC.0.4.2.35 investigate soil types and soil composition.	Food Chains and Webs Activity 1 See grade 3 module <u>Soil Science</u> .	Pages 13-22

Standard 3: Application of Science (SC.S.4.3)

<i>SCIENCE OBJECTIVE</i> <i>The student will:</i>	<i>DSM</i> <i>ACTIVITY</i>	<i>PAGE(S)</i>
SC.0.4.3.01 identify that systems are made of parts that interact with one another.	Solar System Activity 1-2 Reader Plant and Animal Life Cycles Activity 3, 8 Reader Electrical Circuits Activity 1-4 Reader Magnets Activity 11 Sound Activity 4 Reader	Pages 13-21 Pages 2-7 Pages 33-41, 75-82 Pages 3-4 Pages 13-43 Pages 4-7 Pages 71-76 Pages 37-43 Pages 10-11
SC.0.4.3.02 create models as representations of real things.	Solar System Activity 2, 6, 8-9 Water Cycle Activity 9-13 Dinosaurs and Fossils Activity 2-3, 5, 11 Earth Movements Activity 1-2, 6-11 Electrical Circuits Activity 2, 5, 10 Magnets Activity 11	Pages 21-26, 51-58, 65-81 Pages 77-114 Pages 21-34, 41-46, 83-89 Pages 13-27, 63-109 Pages 19-25, 45-50, 77-82 Pages 71-76
SC.0.4.3.03 observe that changes occur gradually, repetitively, or randomly within the environment and question causes of changes.	Water Cycle Activity 4, 7 Reader Plant and Animal Life Cycles Activity 2-6 Reader Solar System Activity 12 Weather Instruments Activity 1-4, 6-7 Earth Movements	Pages 39-44, 61-67 Pages 8-12 Pages 23-63 Pages 1, 7, 9, 10-13 Pages 101-110 Pages 13-42, 51-66

	Activity 4-7 Reader	Pages 39-69 Pages 6-1, 15
SC.0.4.3.04 given a set of objects, group or order the objects according to an established scheme.	Dinosaurs and Fossils Activity 9-11 Electrical Circuits Activity 3-4 Magnets Activity 2-3 Plant and Animal Life Cycles Activity 1	Pages 67-89 Pages 27-43 Pages 19-28 Pages 15-21
SC.0.4.3.05 given a set of events, objects, shapes, designs, or numbers, find patterns of constancy or regularity.	Solar System Activity 2, 9, 12 Plant and Animal Life Cycles Activity 10-11 Food Chains and Webs Activity 12 Reader Earth Movements Activity 3, 5-9, 12	Pages 21-26, 73-81, 101-110 Pages 91-103 Pages 97-101 Pages 6-7, 15 Pages 29-37, 47-85, 105-110
SC.0.4.3.06 identify and explain a simple problem or task to be completed; identify a specific solution; and list task requirements.	Sound Activity 12 Electrical Circuits Activity 12 Magnets Activity 12	Pages 99-105 Pages 89-94 Pages 77-81
SC.0.4.3.07 use an appropriate engineering design to solve a problem or complete a task.	Sound Activity 12 Electrical Circuits Activity 12	Pages 99-105 Pages 89-94
SC.0.4.3.08 recognize that a solution to one scientific problem often creates new problems (e.g., recycling, pollution, conservation, waste disposal, need for technology).	DSM activities provide the opportunity to accomplish this objective. See for example: Food Chains and Webs Activity 12, Science, Technology and Society	Page 101
SC.0.4.3.09 listen to and be tolerant of different viewpoints by engaging in collaborative activities and modifying ideas when new and valid information is presented from a variety of resources.	DSM activities provide the opportunity to accomplish this objective. Students work in cooperative groups during activities. See for example: Electrical Circuits Activity 6-7 Magnets Activity 2-3 Food Chains and Webs Activity 2-3 Weather Instruments Activity 7 Water Cycle Activity 12	Pages 57-62 Pages 19-25 Pages 23-37 Pages 59-66 Pages 9-106
SC.0.4.3.10 describe the positive and negative consequences of the application of technology on personal health and the environment.	Water Cycle Activity 12, Science, Technology and Society Earth Movements Activity 10, Science, Technology and Society Food Chains and Webs	Page 101 Page 96

	Activity 12, Science, Technology and Society Sound Reader Magnets Reader Electrical Circuits Reader	Page 101 Page 14 Pages 12, 14 Pages 14-15
SC.0.4.3.11 develop respect and responsibility for the environment by engaging in conservation practices.	Water Cycle Activity 11, Science and Math Activity 11, Science, Technology and Society	Page 98 Page 98

Grade Five

Standard 1: Nature of Science (SC.S.5.1)		
<i>SCIENCE OBJECTIVE</i> <i>The student will:</i>	<i>DSM</i> <i>ACTIVITY</i>	<i>PAGE(S)</i>
SC.0.5.1.01 realize that scientists formulate and test their explanations of nature using observation and experiments.	DSM activities provide the opportunity to accomplish this objective. See for example: Color and Light Activity 2-5 You and Your Body Activity 3, 5 Flight and Rocketry Activity 8-12 Erosion Activity 9-11 Pollution Activity 10-12 Rocks and Minerals Activity 3-6	Pages 19-52 Pages 27-31, 41-48 Pages 81-130 Pages 75-97 Pages 71-88 Pages 29-54
SC.0.5.1.02 recognize scientific knowledge is subject to modification as new scientific information challenges current explanations.	DSM activities provide the opportunity to accomplish this objective. See for example: Flight and Rocketry Activity 12, Science and Social Studies Reader Oceans Reader Electromagnetism Reader	Page 130 Pages 4-15 Page 15 Pages 8-15
SC.0.5.1.03 examine the careers and contributions of men and women of diverse cultures to the development of science	Electromagnetism Activity 2, Science and Careers Color and Light Reader Flight and Rocketry Activity 5, Science and Careers Reader Pollution Reader Simple Machines Reader Rocks and Minerals Reader	Page 23 Page 14 Page 64 Pages 13-15 Page 14 Pages 12-13 Page 14
SC.0.5.1.04 compare and contrast the historical significance of scientific discoveries.	DSM activities provide the opportunity to accomplish this objective. See for example: Color and Light Reader Oceans Reader Weather Forecasting Reader You and Your Body Reader Flight and Rocketry Reader	Page 14 Pages 14-15 Pages 10-11 Pages 12-13 Pages 4-15

<p>SC.0.5.1.05 cooperate and collaborate to ask questions, design and conduct investigations to find answers and solve problems.</p>	<p>DSM™ investigations provide the opportunity to accomplish this objective. See for example: Color and Light Activity 2-7 Electromagnetism Activity 1-2, 6, 10 Erosion Activity 8-12 Flight and Rocketry Activity 7-12 Oceans Activity 2-6 Rocks and Minerals Activity 2-6, 10</p>	<p>Pages 19-67 Pages 13-23, 43-48, 69-76 Pages 67-104 Pages 73-130 Pages 23-73 Pages 21-54, 77-84</p>
<p>SC.0.5.1.06 formulate conclusions through close observations, logical reasoning, objectivity, perseverance and integrity in data collection.</p>	<p>You and Your Body Activity 3, 5 Weather Forecasting Activity 6, 8 Electromagnetism Activity 5-6 Flight and Rocketry Activity 8-9 Pollution Activity 9-12</p>	<p>Pages 27-31, 41-48 Pages 49-54, 63-68 Pages 37-48 Pages 81-97 Pages 65-88</p>
<p>SC.0.5.1.07 apply skepticism, careful methods, logical reasoning and creativity in investigating the observable universe.</p>	<p>DSM activities provide the opportunity to accomplish this objective. See for example: Color and Light Activity 2-7 Electromagnetism Activity 1-2, 6, 10 Erosion Activity 8-12 Flight and Rocketry Activity 7-12 Oceans Activity 2-6 Rocks and Minerals Activity 2-6, 10</p>	<p>Pages 19-67 Pages 13-23, 43-48, 69-76 Pages 67-104 Pages 73-130 Pages 23-73 Pages 21-54, 77-84</p>
<p>SC.0.5.1.08 use a variety of technologies and scientific instruments to conduct explorations, investigations and experiments of the natural world</p>	<p>Rocks and Minerals Activity 4-6 Simple Machines Activity 1-6 Weather Forecasting Activity 3, 5 You and Your Body Activity 3, 5, 9-11 Color and Light Activity 1, 3 Flight and Rocketry Activity</p>	<p>Pages 35-54 Pages 13-55 Pages 25-32, 41-48 Pages 27-31, 41-48, 67-84 Pages 13-18, 29-35 Pages 81-97</p>
<p>SC.0.5.1.09 demonstrate safe techniques for handling, manipulating and caring for science materials, equipment, natural specimens and living</p>	<p>DSM modules include a “Safety in the Classroom” section and provide specific cautions where appropriate. See for example: Flight and Rocketry</p>	

organisms.	Activity 12 Rocks and Minerals Activity 4 Activity 6 Pollution Activity 11 Color and Light Activity 1	Page 26 Page 37 Page 49 Page 78 Page 16
SC.0.5.1.10 utilize experimentation to demonstrate scientific processes and thinking skills (e.g., formulating questions, predicting, forming hypotheses, quantifying, identifying dependent and independent variables).	DSM activities provide the opportunity to accomplish this objective. See for example: Electromagnetism Activity 6 Flight and Rocketry Activity 8-9 Color and Light Activity 2-5 You and Your Body Activity 3, 5 Pollution Activity 10 Erosion Activity 7-8	 Pages 43-48 Pages 81-97 Pages 19-52 Pages 27-31, 41-48 Pages 71-76 Pages 59-73
SC.0.5.1.11 construct and use charts, graphs and tables to organize, display, interpret, analyze and explain data.	Rocks and Minerals Activity 3-6 Erosion Activity 7 Flight and Rocketry Activity 8 Simple Machines Activity 2-4 Color and Light Activity 2-5 Weather Forecasting Activity 3	 Pages 29-54 Pages 59-66 Pages 81-89 Pages 19-37 Pages 19-52 Pages 25-32
SC.0.5.1.12 use inferential reasoning to make logical conclusions from collected data.	DSM activities provide the opportunity to accomplish this objective. See for example: Electromagnetism Activity 6 Flight and Rocketry Activity 8-9 Color and Light Activity 2-5 You and Your Body Activity 3, 5 Pollution Activity 10 Erosion Activity 7-8	 Pages 43-48 Pages 81-97 Pages 19-52 Pages 27-31, 41-48 Pages 71-76 Pages 59-73
Standard 2: Content of Science (SC.S.5.2)		
<i>SCIENCE OBJECTIVE</i> <i>The student will:</i>	<i>DSM</i> <i>ACTIVITY</i>	<i>PAGE(S)</i>
SC.0.5.2.01 demonstrate an understanding of the	DSM provides the opportunity to address this objective with its	

interconnections of biological, earth and space, and physical science concepts.	variety of modules from the life, earth and physical science. See for example: Erosion Activity 3 Reader Color and Light Reader Oceans Activity 2, 4, 9-12 Reader Pollution Activity 6, 8, 10 Reader	Pages 29-35 Page 14 Pages 10-11 Pages 23-30, 43-54, 99-142 Pages 9-13 Pages 47-52, 59-64, 71-76 Pages 10-13
SC.0.5.2.02 identify and explain common energy conversions in cycles of matter including photosynthesis and carbon dioxide cycle.	See grade 6 module <u>Plants in Our World</u> .	
SC.0.5.2.03 identify the structures of living organisms and explain their function.	You and Your Body Activity 1-2, 4-8, 13-14 Reader	Pages 13-25, 33-66, 91-102 Pages 2-11
SC.0.5.2.04 observe and identify cells of organisms using a microscope.	See grade 6 module <u>Plants in Our World</u> .	
SC.0.5.2.05 compare variations of plant growth and reproduction.	Pollution Activity 10	Pages 71-76
SC.0.5.2.06 contrast how the different characteristics of plants and animals help them to survive in different niches and environments including adaptations, natural selection, extinction.	Oceans Activity 10-12 Reader	Pages 113-142 Pages 12-13
SC.0.5.2.07 through the use of research and technology, explore the extinction of a species due to environmental conditions.	Pollution Activity 6, 10 Activity 10, Science and Social Studies	Pages 47-52, 71-76 Page 76
SC.0.5.2.08 trace and describe the pathways of the sun's energy through producers, consumers and decomposers using food webs and pyramids.	See grade 4 module <u>Food Chains and Webs</u>	
SC.0.5.2.09 explain that the mass of a material is conserved whether it is together, in parts, or in a different state.	See grade 6 module <u>Matter and Change</u> .	
SC.0.5.2.10 recognize that elements are composed of only one type of matter.	See grade 6 module <u>Matter and Change</u> .	
SC.0.5.2.11 using the periodic table, identify common elements according to their symbols.	See grade 6 module <u>Matter and Change</u> .	
SC.0.5.2.12 through experimentation, identify	Oceans Activity 3	Pages 31-41

substances by their relative densities (mass/volume=density).	Reader See grade 6 module <u>Matter and Change</u> .	Page 3
SC.0.5.2.13 analyze diagrams of electrical circuits.	See grade 4 module <u>Electrical Circuits</u> and grade 6 module <u>Electrical Connections</u> .	
SC.0.5.2.14 measure electricity using voltage and wattage.	See grade 6 module <u>Electronics</u> .	
SC.0.5.2.15 investigate the properties of an electromagnet by selecting appropriate materials, designing and testing an electromagnet, and evaluating differences in design.	Electromagnetism Activity 6-11 Reader	Pages 43-83 Pages 8-13
SC.0.5.2.16 describe how the variables of gravity and friction affect the motion of objects.	Simple Machines Activity 3-4 Reader	Pages 25-37 Page 2
SC.0.5.2.17 compare and contrast the change in length, tension, or thickness of a vibrating object on the frequency of vibration.	See grade 4 module <u>Sound</u> .	
SC.0.5.2.18 describe the layers of the earth and their various features.	Rocks and Minerals Activity 1, Science and the Arts Reader	Page 19 Page 2
SC.0.5.2.19 identify and describe natural landforms, how they change and impact weather and climate.	Erosion Activity 6, 9-12 Weather Forecasting Reader	Pages 51-57, 75-104 Page 9
SC.0.5.2.20 use a variety of instruments and sources to collect and display weather data to describe weather patterns.	Weather Forecasting Activity 1-6	Pages 13-54
SC.0.5.2.21 compare and explain the different rates of weathering, erosion and deposition in various materials.	Erosion Activity 3-6 Reader	Pages 37-57 Page 6
SC.0.5.2.22 analyze a topographical map to make inferences related to elevation and land features.	Oceans Activity 4	Pages 43-54
SC.0.5.2.23 identify resources as being renewable or non-renewable.	Pollution Reader	Page 5
SC.0.5.2.24 explore and explain how fossils and geologic features can be used to determine the relative age of rocks and rock layers.	Rocks and Minerals Reader See grade 4 module <u>Dinosaurs and Fossils</u> . See grade 6 module <u>Earth Processes</u> .	Page 15
SC.0.5.2.25 recognize that the Earth is made of plates (plate tectonics).	Erosion Reader Oceans	Pages 2-3

	Reader	Page 5
Standard 3: Application of Science (SC.S.5.3)		
<i>SCIENCE OBJECTIVE</i> <i>The student will:</i>	<i>DSM</i> <i>ACTIVITY</i>	<i>PAGE(S)</i>
SC.0.5.3.01 explore the relationship between the parts of a system to the whole system	Pollution Activity 3 Oceans Activity 9-10 Flight and Rocketry Activity 8-12 Simple Machines Activity 7-8, 12 Reader You and Your Body Activity 4, 6 Reader Electromagnetism Activity 6-10 Reader	Pages 25-30 Pages 99-124 Pages 81-130 Pages 57-69, 91-95 Pages 10-11 Pages 33-39, 49-54 Pages 2-11 Pages 43-76 Pages 8-13
SC.0.5.3.02 construct a variety of useful models of an object, event, or process.	Erosion Activity 5-6, 10-12 Flight and Rocketry Activity 5, 7-8, 11-12 Oceans Activity 4-10 You and Your Body Activity 2, 4, 6 Rocks and Minerals Activity 2, 7, 9	Pages 43-57, 83-104 Pages 55-64, 73-89, 111-130 Pages 43-124 Pages 19-25, 33-39, 49-54 Pages 21-27, 55-59, 69-76
SC.0.5.3.03 compare and contrast changes that occur in an object or a system to its original state.	Erosion Activity 1-3, 5-6, 10-12 Oceans Activity 5-7 Pollution Activity 3, 7-8, 10 You and Your body Activity 3 Simple Machines Activity 3	Pages 13-35, 43-57, 83-104 Pages 55-88 Pages 25-30, 53-64, 71-76 Pages 27-31 Pages 25-31
SC.0.5.3.04 compare and contrast the influence that a variation in scale will have on the way an object or system works. (e.g., cooling rates of different-sized containers of water, strength of different-sized constructions from the same material, flight characteristics of different-sized model airplanes).	Electromagnetism Activity 6, 9-10 Erosion Activity 9-12 Flight and Rocketry Activity 5, 8-9, 11-12 Oceans Activity 5-9 Pollution Activity 5-6	Pages 43-48, 63-67 Pages 75-104 Pages 55-64, 81-97, 111-130 Pages 55-111 Pages 39-52
SC.0.5.3.05 research everyday applications and interactions of science and technology.	Flight and Rocketry Activity 7, Science, Technology and Society Color and Light Activity 5, Science, Technology and Society	Page 80 Page 52

	Activity 10, Science, Technology and Society Oceans Reader Pollution Reader Simple Machines Activity 12 Reader	Page 91 Pages 14-15 Page 15 Pages 91-95 Pages 2-12, 15
SC.0.5.3.06 evaluate and critically analyze mass media reports of scientific developments and events.	This objective should be accomplished with current mass media information.	
SC.0.5.3.07 explore the connections between science, technology, society and career opportunities	Flight and Rocketry Activity 3, Science and Careers Color and Light Activity 2, Science and Careers Electromagnetism Activity 10, Science and Careers Rocks and Minerals Reader Oceans Reader	Page 43 Page 27 Page 76 Page 14 Page 14

Grade Six

Standard 1: Nature of Science (SC.S.6.1)		
<i>SCIENCE OBJECTIVE</i> <i>The student will:</i>	<i>DSM</i> <i>ACTIVITY</i>	<i>PAGE(S)</i>
SC.0.6.1.01 realize that scientists formulate and test their explanations of nature using observation and experiments.	DSM activities provide the opportunity to accomplish this objective. See for example: Color and Light Activity 2-5 You and Your Body Activity 3, 5 Flight and Rocketry Activity 8-12 Plants in Our World Activity 2-4 Matter and Change Activity 12-13 Electrical Connections Activity 8-10	Pages 19-52 Pages 27-31, 41-48 Pages 81-130 Pages 27-47 Pages 99-109 Pages 67-87
SC.0.6.1.02 recognize scientific knowledge is subject to modification as new scientific information challenges current theories.	DSM activities provide the opportunity to accomplish this objective. See for example: Oceans Reader Flight and Rocketry Reader Astronomy Reader Earth Processes Activity 1, 14 DNA-From Genes to Proteins Reader	Page 15 Pages 4-5 Pages 16-21 Pages 13-21, 121-129 Pages 21-22
SC.0.6.1.03 examine the careers and contributions of men and women of diverse cultures to the development of science.	Color and Light Reader Flight and Rocketry Activity 3, Science and Careers Reader Rocks and Minerals Activity 11, Science and Careers Electrical Connections Activity 3, Science and Careers Matter and Change Reader Astronomy Reader	Page 14 Page 43 Pages 13-15 Page 92 Page 33 Page 21 Page 21
SC.0.6.1.04 compare and contrast the historical significance of scientific discoveries.	DSM activities provide the opportunity to accomplish this objective. See for example: Oceans Reader Weather Forecasting Reader Flight and Rocketry Reader Matter and Change	Pages 14-15 Pages 10-11 Pages 4-15

	Reader Astronomy Reader DNA-From Genes to Proteins Reader	Pages 21-22 Pages 16-21 Pages 21-22
SC.0.6.1.05 cooperate and collaborate to ask questions, design and conduct investigations to find answers and solve problems.	DSM activities provide the opportunity to accomplish this objective. See for example: Color and Light Activity 2-5 You and Your Body Activity 3, 5 Flight and Rocketry Activity 8-12 Plants in Our World Activity 2-4 Matter and Change Activity 12-13 Electrical Connections Activity 8-10	 Pages 19-52 Pages 27-31, 41-48 Pages 81-130 Pages 27-47 Pages 99-109 Pages 67-87
SC.0.6.1.06 formulate conclusions through close observations, logical reasoning, objectivity, perseverance and integrity in data collection.	Weather Forecasting Activity 6, 8 Electromagnetism Activity 5-6 Oceans Activity 10-11 Newton's Toy Box Activity 7-9 Matter and Change Activity 12-13 Earth Processes Activity 3-5	Pages 49-54, 63-68 Pages 37-48 Pages 113-134 Pages 49-65 Pages 99-109 Pages 29-54
SC.0.6.1.07 apply skepticism, careful methods, logical reasoning and creativity in investigating the observable universe.	DSM activities provide the opportunity to accomplish this objective. See for example: Color and Light Activity 2-5 You and Your Body Activity 3, 5 Flight and Rocketry Activity 8-12 Plants in Our World Activity 2-4 Matter and Change Activity 12-13 Electrical Connections Activity 8-10	 Pages 19-52 Pages 27-31, 41-48 Pages 81-130 Pages 27-47 Pages 99-109 Pages 67-87
SC.0.6.1.08 use a variety of technologies and scientific instruments to conduct explorations, investigations and experiments of the natural world.	Rocks and Minerals Activity 4-6 Simple Machines Activity 1-6 You and Your Body Activity 3, 5, 9-11 Matter and Change Activity 1-3 Earth, Moon and Sun	Pages 35-54 Pages 13-55 Pages 27-31, 41-48, 67-84 Pages 1-36

	Activity 3-4 Electrical Connections Activity 1-2, 4	Pages 29-44 Pages 13-26, 35-42
SC.0.6.1.09 demonstrate safe techniques for handling, manipulating and caring for science materials, equipment, natural specimens and living organisms.	DSM modules include a “Safety in the Classroom” section and provide specific cautions where appropriate. See for example: Flight and Rocketry Activity 12 Rocks and Minerals Activity 4 Activity 6 Pollution Activity 11 Color and Light Activity 1	Page 26 Page 37 Page 49 Page 78 Page 16
SC.0.6.1.10 utilize experimentation to demonstrate scientific processes and thinking skills (e.g., formulating questions, predicting, forming hypotheses, quantifying, identifying dependent and independent variables).	Electromagnetism Activity 6 Flight and Rocketry Activity 8-9 You and Your Body Activity 3, 5 Pollution Activity 10 Matter and Change Activity 12-13 Newton’s Toy Box Activity	Pages 43-48 Pages 81-97 Pages 27-31, 41-48 Pages 71-76 Pages 99-109 Pages 49-65
SC.0.6.1.11 construct and use charts, graphs and tables to organize, display, interpret, analyze and explain data.	Rocks and Minerals Activity 3-6 Erosion Activity 7 Simple Machines Activity 2-4 Newton’s Toy Box Activity 7-9 Matter and Change Activity 1-2 Electrical Connections Activity 9-10	Pages 29-54 Pages 59-66 Pages 19-37 Pages 49-65 Pages 13-27 Pages 75-87
SC.0.6.1.12 use inferential reasoning to make logical conclusions from collected data.	DSM activities provide the opportunity to accomplish this objective. See for example: Color and Light Activity 2-5 You and Your Body Activity 3, 5 Flight and Rocketry Activity 8-12 Plants in Our World Activity 2-4 Matter and Change Activity 12-13 Electrical Connections Activity 8-10	Pages 19-52 Pages 27-31, 41-48 Pages 81-130 Pages 27-47 Pages 99-109 Pages 67-87

Standard 2: Content of Science (SC.S.6.2)		
<i>SCIENCE OBJECTIVE</i> <i>The student will:</i>	<i>DSM</i> <i>ACTIVITY</i>	<i>PAGE(S)</i>
SC.0.6.2.01 demonstrate the interrelationships among physics, chemistry, biology, earth and environmental science and astronomy.	DSM activities provide the opportunity to accomplish this objective. See for example: Erosion Activity 3 Reader Oceans Activity 2, 4, 9-12 Reader You and Your Body Activity 9-11 Reader Pollution Activity 6, 8, 10 Reader Astronomy Activity 12	Pages 29-35 Page 14 Pages 23-30, 43-54, 99-142 Pages 9-13 Pages 67-84 Page 14 Pages 47-52, 59-64, 71-76 Pages 11-13 Pages 109-118
SC.0.6.2.02 use pictures to show the cyclical processes in nature (e.g. nitrogen cycle, carbon cycle, or water cycle).	Plants in Our World Activity 5-6, 9-10 Reader DNA-From Genes to Proteins Reader	Pages 49-55, 81-93 Pages 3-4 Pages 10-11
SC.0.6.2.03 classify living organisms according to their structure and functions.	Plants in Our World Activity 1 Reader DNA-From Genes to Proteins Reader	Pages 13-26 Pages 9-20 Pages 5-7
SC.0.6.2.04 compare the similarities of internal features of organisms, which can be used to infer relatedness.	You and Your Body Activity 1, 4, 6, 8 Reader Plants in Our World Activity 1 Reader DNA-From Genes to Proteins Reader	Pages 13-18, 33-39, 49-54, 61-66 Pages 2-4, 6-8 Pages 13-26 Pages 9-20 Pages 5-7
SC.0.6.2.05 explain how abiotic and biotic factors affect the interdependence among organisms.	Plants in Our World Reader	Pages 2-4, 22
SC.0.6.2.06 construct models of plant and animal cells, and compare the basic parts (e.g., cytoplasm, cell wall, cell membrane, nucleus, or chloroplasts).	Plants in Our World Activity 1 DNA-From Genes to Proteins Activity 3-4	Pages 13-26 Pages 25-39
SC.0.6.2.07 compare growth cycles in different plants (e.g., mosses, ferns, perennials, biennials, woody plants, herbaceous plants).	Plants in Our World Activity 3	Pages 35-40
SC.0.6.2.08 predict changes in populations of organisms due to limiting environmental factors	Pollution Activity 10 Plants in Our World	Pages 71-76

(e.g., food supply, predators, disease, or habitat).	Activity 3	Pages 35-40
SC.0.6.2.09 analyze the ecological consequences of human interactions with the environment (e.g., renewable and non-renewable resources).	Pollution Activity 2, 5-6, 9, 12 Reader Rocks and Minerals Activity 11 Reader Erosion Activity 3 Reader	Pages 19-24, 39-52, 65-70, 83-88 Pages 2-14 Pages 85-92 Pages 10-11 Pages 29-35 Page 14
SC.0.6.2.10 classify and investigate properties and processes (changes) as either physical or chemical.	Matter and Changes Activity 1, 7, 11 Reader	Pages 13-19, 63-68, 93-109 Pages 14-19
SC.0.6.2.11 investigate the formation and separation of simple mixtures of matter concluding that matter is composed of tiny particles and that the particles are the same for the same type of matter.	Matter and Changes Activity 3-6 Reader	Pages 29-61 Pages 2-3, 14-15
SC.0.6.2.12 use indicators to identify substances as acidic, basic or neutral.	Pollution Activity 8 Matter and Changes Activity 10 Reader	Pages 59-64 Pages 85-92 Page 20
SC.0.6.2.13 using the periodic table, identify the symbols of elements as solids, liquids and gases, metals or nonmetals.	Matter and Changes Activity 4-6 Reader	Pages 37-61 Pages 3-5
SC.0.6.2.14 describe the composition and properties of matter (e.g., particles, malleability, melting point, density, inertia, or specific heat).	Matter and Changes Activity 1, 6 Reader	Pages 13-19, 53-61 Pages 13-14
SC.0.6.2.15 investigate the properties electromagnetic spectrum (e.g., wavelengths, frequencies, visible light); relate wave lengths and/or frequency to position on electromagnetic spectrum (e.g., colors, x-ray).	Color and Light Activity 1 Reader Astronomy Reader	Pages 13-18 Pages 8-9 Pages 8-9
SC.0.6.2.16 recognize that an object's color is based upon the absorption and reflection of light waves.	Color and Light Activity 2 Reader	Pages 19-27 Pages 4-6, 11-12
SC.0.6.2.17 describe light and sound in terms of longitudinal or transverse waves.		
SC.0.6.2.18 describe the flow of heat between objects (e.g., hot air rises, absorption and release of heat by metals).	Weather Forecasting Activity 7 Reader Earth Processes Activity 12	Pages 55-61 Pages 3-4 Pages 105-110
SC.0.6.2.19 diagram simple parallel and series circuits (e.g.,	Electromagnetism Activity 5	Pages 37-42

bulbs, battery, wires, switch).	Electrical Connections Activity 2-3 Reader	Pages 21-34 Pages 7-8
SC.0.6.2.20 correlate the relationship of mass to gravitational force (e.g., larger the mass the larger the gravitational force, the closer the objects the stronger the force).	Simple Machines Reader Newton's Toy Box Activity 2-3 Reader	Page 2 Pages 19-31 Pages 4, 8
SC.0.6.2.21 examine simple machines and the forces involved.	Simple Machines Activity 1-2, 5, 8-11 Reader Newton's Toy Box Reader	Pages 13-29, 39-47, 65-89 Pages 2-9 Pages 15-21
SC.0.6.2.22 apply the effects of balanced and unbalanced forces on motion of objects.	Simple Machines Activity 2-5, 8-9 Newton's Toy Box Activity 1-13	Pages 19-47, 65-76 Pages 13-90
SC.0.6.2.23 explain motion in terms of frames of reference and analyze graphs depicting motion and predicted future motion.	Newton's Toy Box Activity 7-9 Reader	Pages 49-65 Pages 2-5
SC.0.6.2.24 monitor major atmospheric events using a variety of resources including technology.	Weather \Forecasting Activity 3-8 Reader Earth, Moon and Sun Activity 1-2	Pages 25-68 Pages 6-7 Pages 13-21
SC.0.6.2.25 compare and contrast continental drift hypothesis to the plate tectonic theory.	Erosion Reader Earth Processes Activity 1, 14 Reader	Pages 2-4 Pages 13-21, 105-110 Pages 2-10
SC.0.6.2.26 associate plant and animal life forms with specific geologic time periods.	Earth Processes Reader	Page 22
SC.0.6.2.27 recognize the phases of the moon.	Earth, Moon and Sun Activity 2, 10 Reader	Pages 21-27, 93-101 Pages 14-15
SC.0.6.2.28 investigate models of earth-moon-sun relationships (e.g., gravity, time, tides).	Oceans Activity 9 Reader Earth, Moon and Sun Activity 5-6, 8, 12 Reader	Pages 99-111 Page 9 Pages 45-60, 71-79, 11-119 Pages 8-19
SC.0.6.2.29 compare the earth's tilt and revolution to the seasonal changes.	Earth, Moon and Sun Activity 8-9 Reader Astronomy Activity 5	Pages 71-92 Pages 11-12 Pages 51-60
Standard 3: Application of Science (SC.S.6.3)		
<i>SCIENCE OBJECTIVE</i> <i>The student will:</i>	<i>DSM</i> <i>ACTIVITY</i>	<i>PAGE(S)</i>
SC.0.6.3.01 explore the relationship between the parts of a system to the whole system.	You and Your Body Activity 4, 6 Reader	Pages 33-39, 49-54 Pages 2-11

	Simple Machines Activity 7-8, 12 Reader Flight and Rocketry Activity 8-12 DNA-From Genes to Proteins Activity 3-4 Reader Earth, Moon and Sun Activity 5, 10-11 Reader Electrical Connections Activity 2-3, 11 Reader	Pages 57-69, 91-95 Pages 10-11 Pages 81-130 Pages 25-39 Pages 4-7 Pages 45-51, 93-109 Pages 10-19 Pages 21-34, 89-94 Pages 7-8, 13-16
SC.0.6.3.02 construct a variety of useful models of an object, event, or process.	Erosion Activity 5-6, 10-12 Oceans Activity 4-10 Rocks and Minerals Activity 2, 7, 9 DNA-From Genes to Proteins Activity 4-6, 8-9 Earth Processes Activity 2, 4-10 Electrical Connections Activity 11-12	Pages 43-57, 83-104 Pages 43-124 Pages 21-27, 55-59, 69-76 Pages 31-58, 67-86 Pages 23-28, 39-95 Pages 89-100
SC.0.6.3.03 compare and contrast changes that occur in an object or a system to its original state.	Erosion Activity 1-3, 5-6, 10-12 Oceans Activity 5-7 Pollution Activity 3, 7-8, 10 Electrical Connections Activity 1, 8-10 Matter and Change Activity 2-3, 12 Earth Processes Activity 3-4	Pages 13-35, 43-57, 83-104 Pages 55-88 Pages 25-30, 53-64, 71-76 Pages 13-20, 67-87 Pages 21-35, 99-104 Pages 29-46
SC.0.6.3.04 compare and contrast the influence that a variation in scale will have on the way an object or system works. (e.g., cooling rates of different-sized containers of water, strength of different-sized constructions from the same material, flight characteristics of different-sized model airplanes).	Electromagnetism Activity 6, 9-10 Erosion Activity 9-12 Oceans Activity 5-9 Earth Moon and Sun Activity 3-4 Matter and Change Activity 4-5	Pages 43-48, 63-76 Pages 75-104 Pages 55-11 Pages 29-51 Pages 37-51
SC.0.6.3.05 research everyday applications and interactions of science and technology.	Color and Light Activity 8, Science, Technology and Society Pollution Activity 6, Science, Technology and Society Flight and Rocketry Activity 11, Science, Technology and Society	Page 76 Page 52 Page 119

	Electrical Connections Activity 9, Science, Technology and Society	Page 80
SC.0.6.3.06 evaluate and critically analyze mass media reports of scientific developments and events.	This objective should be accomplished with current mass media information..	

Grade Seven

Standard 1: Nature of Science (SC.S.7.1)		
<i>SCIENCE OBJECTIVE</i> <i>The student will:</i>	<i>DSM</i> <i>ACTIVITY</i>	<i>PAGE(S)</i>
SC.0.7.1.01 realize that scientists formulate and test their explanations of nature using observation and experiments.	DSM activities provide the opportunity to accomplish this objective. See for example: Plants in Our World Activity 2-4 Matter and Change Activity 11-13 Earth, Moon and Sun Activity 10-12 Earth Processes Activity 4, 12 Electrical Connections Activity 8-10	Pages 27-47 Pages 93-109 Pages 93-101 Pages 39-46, 105-110 Pages 67-87
SC.0.7.1.02 recognize scientific knowledge is subject to modification as new scientific information challenges current explanations.	DSM activities provide the opportunity to accomplish this objective. See for example: Astronomy Activity 9 Reader DNA-From Genes to Proteins Activity 12, Science, Technology and Society Reader Earth Processes Activity 1, 14	Pages 85-92 Pages 16-21 Page 108 Pages 21-22 Pages 13-21, 121-129
SC.0.7.1.03 examine the careers and contributions of men and women of diverse cultures to the development of science.	Electrical Connections Activity 3, Science and Careers Matter and Change Reader Astronomy Reader Newton's Toy Box Reader DNA- From Genes to Proteins Reader	Page 33 Page 21 Page 21 Page 22 Page 21
SC.0.7.1.04 compare and contrast the historical significance of scientific discoveries.	DSM activities provide the opportunity to accomplish this objective. See for example: Matter and Change Reader Astronomy Reader DNA-From Genes to Proteins Reader	Pages 21-22 Pages 16-21 Pages 21-22
SC.0.7.1.05 cooperate and collaborate to ask questions, design and conduct investigations to find answers and solve problems.	DSM activities provide the opportunity to accomplish this objective. See for example: Plants in Our World Activity 2-4 Matter and Change Activity 11-13	Pages 27-47 Pages 93-109

	Earth, Moon and Sun Activity 10-12 Earth Processes Activity 4, 12 Electrical Connections Activity 8-10	Pages 93-101 Pages 39-46, 105-110 Pages 67-87
SC.0.7.1.06 formulate conclusions through close observations, logical reasoning, objectivity, perseverance and integrity in data collection.	DSM activities provide the opportunity to accomplish this objective. See for example: Astronomy Activity 11-12 Matter and Change Activity 12-13 Earth Processes Activity 3-5 Electrical Connections Activity 8-10 Newton's Toy Box Activity 7-9	Pages 101-118 Pages 99-109 Pages 29-54 Pages 67-81 Pages 49-65
SC.0.7.1.07 apply skepticism, careful methods, logical reasoning and creativity in investigating the observable universe.	DSM activities provide the opportunity to accomplish this objective. See for example: Plants in Our World Activity 2-4 Matter and Change Activity 11-13 Earth, Moon and Sun Activity 10-12 Earth Processes Activity 4, 12 Electrical Connections Activity 8-10	Pages 27-47 Pages 93-109 Pages 93-101 Pages 39-46, 105-110 Pages 67-87
SC.0.7.1.08 use a variety of technologies and scientific instruments to conduct explorations, investigations and experiments of the natural world.	Earth, Moon and Sun Activity 3-4 Matter and Change Activity 1-3 Electrical Connections Activity 1-2,4 DNA-From Genes to Proteins Activity 3 Newton's Toy Box Activity 7-9	Pages 29-44 Page 13-36 Pages 13-26, 35-42 Pages 25-30 Pages 49-65
SC.0.7.1.09 demonstrate safe techniques for handling, manipulating and caring for science materials, equipment, natural specimens and living organisms.	DSM activities provide the opportunity to accomplish this objective. See for example: Matter and Change Activity 1 Activity 10 Activity 13 Newton's Toy Box Activity 13 Electrical Connections Activity 7	Page 16 Page 87 Page 107 Page 86 Page 63
SC.0.7.1.10 utilize experimentation to demonstrate scientific processes and thinking skills (e.g., formulating questions,	Plants in Our World Activity 3 Newton's Toy Box Activity 7-9	Pages 35-40 Pages 49-65

predicting, forming hypotheses, quantifying, or identifying dependent and independent variables).	Electrical Connections Activity 9-10 Matter and Change Activity 12	Pages 75-87 Pages 99-104
SC.0.7.1.11 construct and use charts, graphs and tables to organize, display, interpret, analyze and explain data.	Newton's Toy Box Activity 7-9 Matter and Change Activity 1-2 Earth, Moon and Sun Activity 1-2 Earth Processes Activity 10 Electrical Connections Activity 9-10	Pages 49-65 Pages 13-27 Pages 13-27 Pages 89-95 Pages 75-87
SC.0.7.1.12 use inferential reasoning to make logical conclusions from collected data.	Plants in Our World Activity 5-6, 9-10 Matter and Change Activity 5-9 DNA-From Genes to Protein Activity 5, 12-13 Earth Processes Activity 10, 13 Electrical Connections Activity 6-7, 11-13	Pages 49-62, 81-93 Pages 45-83 Pages 41-50, 101-116 Pages 89-95, 111-120 Pages 43-66, 89-106

Standard 2: Content of Science (SC.S.7.2)

<i>SCIENCE OBJECTIVE</i> <i>The student will:</i>	<i>DSM</i> <i>ACTIVITY</i>	<i>PAGE(S)</i>
SC.0.7.2.01 demonstrate an understanding of the interrelationships among physics, chemistry, biology, earth/environmental science, and astronomy.	DSM activities provide the opportunity to accomplish this objective. Modules are a mix of life, earth and physical science. See for example: Astronomy Activity 12 Earth, Moon and Sun Activity 12 Plants in Our World Activity 3	Pages 109-118 Pages 111-119 Pages 35-40
SC.0.7.1.02 identify and describe disease causing organisms (such as bacteria, viruses, protozoa, fungi) and the diseases they cause.	DNA-From Genes to Proteins Activity 11	Pages 95-100
SC.0.7.1.03 explain how the skeletal, muscular and integumentary systems work together in the human body.	See grade 6 module <u>You and Your Body</u> .	
SC.0.7.1.04 compare the level of organization of cells, tissues and organs in living things.	Plants in Our World Activity 1, 4 See grade 6 module <u>You and Your Body</u> .	Pages 13-33, 41-47
SC.0.7.1.05 construct simple keys to differentiate among living things with similar		

characteristics.		
SC.0.7.1.06 use pictures to show cyclical processes in nature (e.g., water cycle, nitrogen cycle, and carbon cycle).	DNA-From Genes to Proteins Reader Plants in Our World Reader	Pages 10-11 Pages 3-4
SC.0.7.1.07 evaluate how the different adaptations and life cycles of plants and animals help them to survive in different niches and environments (e.g., inherited and acquired adaptations).	See grade 6 module <u>Oceans</u> .	
SC.0.7.1.08 analyze how changes in the environment have led to reproductive adaptations through natural selection.	Plants in Our World Activity 3, Science and Social Studies	Page 40
SC.0.7.1.09 explain how an organism's behavior response is a combination of heredity and environment.	DNA-From Genes to Proteins Activity 2, Science and Social Studies	Page 24
SC.0.7.1.10 analyze the differences in the growth, development and reproduction of flowering and non-flowering plants.	Plants in Our World Reader	Pages 9-20
SC.0.7.1.11 predict the trends of interdependent populations if one of the limiting factors is changed.		
SC.0.7.1.12 evaluate the consequences of the introduction of chemicals into the ecosystem (e.g., environmental consequences, human health risks, mutations).	DNA-From Genes to Proteins Activity 10, Science Challenge	Page 94
SC.0.7.1.13 compare differences among elements, compounds, homogeneous and heterogeneous mixtures.	Matter and Change Activity 4-6 Reader	Pages 37-61 Pages 4-8, 15
SC.0.7.1.14 examine the differences in types of solutions (e.g., solutes and solvents relative concentrations, conductivity, pH).	Matter and Change Activity 3, 10-11 Reader	Pages 29-35, 85-97 Pages 14-15
SC.0.7.1.15 examine chemical reactions involving acids and bases by monitoring color changes of indicator(s) and identifying the salt formed in the neutralization reaction.	Matter and Change Activity 10-11	Pages 85-97
SC.0.7.1.16 write word equations to describe chemical reactions.	Matter and Change Activity 7, 10-11 Reader	Pages 63-68, 85-97 Pages 6-7
SC.0.7.1.17 describe the movement of individual particles and verify the conservation of matter (e.g., melting and freezing	Matter and Change Reader	Pages 6-7

of pure substances).		
SC.0.7.1.18 identify the characteristics of sound waves and describe how sound is perceived by the ear.		
SC.0.7.1.19 define the absorption and reflection of light as translucent, opaque and transparent.		
SC.07.1.20 interpret and illustrate changes in waves as they encounter various mediums (e.g., mirrors, or lenses).		
SC.07.1.21 investigate absorption and reflection of light by an object.		
SC.0.7.1.22 characterize series and parallel circuits; AC and DC currents.	Electrical Connections Reader	Pages 16-17
SC.0.7.1.23 explain conservation of matter and energy and investigate the different forms of energy (e.g., mechanical, potential, kinetic, or gravitational).	Electrical Connections Activity 2, 6, 11 Reader	Pages 21-26, 51-58, 89-94 Pages 7-8, 13-16
SC.0.7.1.24 perform experiments with simple machines to demonstrate the relationship between forces and distance; use vectors to represent motion.	Newton's Toy Box Activity 8 Reader See grade 6 module <u>Simple Machines</u> .	Pages 55-59 Pages 15-21
SC.0.7.1.25 explain the effect of gravity on falling objects (e.g., $g=9.8\text{m/s}^2$, object dropped on earth and on moon).	Newton's Toy Box Activity 2-3 Reader	Pages 19-31 Pages 4, 8
SC.0.7.1.26 describe and compare causes of tides, surfs and currents.	Earth, Moon and Sun Activity 12 Reader	Pages 111-119 Pages 16-17
SC.70.7.1.27 examine the effects of the sun's energy on oceans, weather, (e.g., air masses, or convection currents).		
SC.0.7.1.28 interpret GIS maps and create and interpret topographical maps.		
SC.7.4.29 describe rock formations (e.g., rock cycle).	Earth Processes Activity 4, 6 Reader	Pages 39-46, 53-62 Page 22
SC.0.7.1.30 classify rocks (e.g., crystal/particle size, or mineral composition and uses).	Earth Processes Activity 4-6 Reader	Pages 39-62 Pages 16-19
SC.0.7.1.31 determine the relative age of rock layers using index fossils and the law of superposition.	Earth Processes Reader	Page 22
SC.0.7.1.32 explain how	Earth, Moon and Sun	

changing latitude affects climate.	Activity 9 Reader Astronomy Activity 5	Pages 81-92 Pages 11-12 Pages 51-60
SC.0.7.1.33 trace the life cycle of a star.	Astronomy Activity 10 Reader	Pages 93-100 Pages 11-12
Standard 5: Application of Science (SC.S.7.3)		
<i>SCIENCE OBJECTIVE</i> <i>The student will:</i>	<i>DSM</i> <i>ACTIVITY</i>	<i>PAGE(S)</i>
SC.0.7.3.01 explore the relationship between the parts of a system to the whole system.	Earth, Moon and Sun Activity 5, 10-11 Reader Matter and Change Activity 4 Reader Electrical Connections Activity 2-3, 11 Reader Earth Processes Activity 3-6 DNA-From Genes to Proteins Activity 3-4 Reader	Pages 45-51, 93-109 Pages 10-19 Pages 37-44 Pages 2-3 Pages 21-34, 89-94 Pages 7-8, 13-16 Pages 29-62 Pages 25-39 Pages 4-7
SC.0.7.3.02 construct a variety of useful models of an object, event or process.	Astronomy Activity 4-8 Matter and Change Activity 4-5, 7-8 DNA-From Genes to Proteins Activity 4-6, 8-9 Earth, Moon and Sun Activity 4, 9-12 Earth Processes Activity 2, 4-10	Pages 41-83 Pages 37-51, 63-75 Pages 3-58, 67-86 Pages 37-44, 81-119 Pages 23-28, 39-95
SC.0.7.3.03 compare and contrast changes that occur in an object or a system to its original state.	Plants in Our World Activity 3-4 Electrical Connections Activity 1, 8-10 Earth Processes Activity 3-4 Matter and Change Activity 2-3, 12	Pages 35-47 Pages 13-20, 67-87 Pages 29-46 Pages 21-35, 99-104
SC.0.7.3.04 compare and contrast the influence that a variation in scale will have on the way an object or system works. (e.g., cooling rates of different-sized containers of water, strength of different-sized constructions from the same material, flight characteristics of different-sized model airplanes).	Astronomy Activity 2-3, 8 Matter and Change Activity 4-5 DNA-From Genes to Proteins Activity 4-9 Earth, Moon and Sun Activity 3-4, 6, 8 Newton's Toy Box Activity 8	Pages 23-40, 77-83 Pages 37-51 Pages 39-86 Pages 29-51, 71-79 Pages 55-59
SC.0.7.3.05 research everyday applications and interactions of science and technology.	Newton's Toy Box Activity 8, Science, Technology and Society Matter and Change	Page 59

	Activity 8, Science, Technology and Society Electrical Connections Activity 10, Science, Technology and Society	Page 75 Page 87
SC.0.7.3.06 evaluate and critically analyze mass media reports of scientific developments and events.	This would be a local activity.	
SC.0.7.3.07 explore the connections between science, technology, society and career opportunities.	Electrical Connections Activity 3, Science and Careers Astronomy Activity 9, Science and Careers Plants in Our World Activity 5, Science and Careers Reader	Page 33 Page 91 Page 55 Page 21

Grade Eight

Standard 1: Nature of Science (SC.S.8.1)		
<i>SCIENCE OBJECTIVE</i> <i>The student will:</i>	<i>DSM</i> <i>ACTIVITY</i>	<i>PAGE(S)</i>
SC.0.8.1.01 formulate scientific explanations based on historical observations and experimental evidence, accounting for variability in experimental results.	DSM activities provide the opportunity to accomplish this objective. See for example: Plants in Our World Activity 2-4 Matter and Change Activity 11-13 Earth, Moon and Sun Activity 10-12 Earth Processes Activity 4, 12 Electrical Connections Activity 8-10	Pages 27-47 Pages 93-109 Pages 93-101 Pages 39-46, 105-110 Pages 67-87
SC.0.8.1.02 demonstrate how a testable methodology is employed to seek solutions for personal and societal issues (e.g., “scientific method”).	DSM activities provide the opportunity to accomplish this objective. See for example: Newton’s Toy Box Activity 7-8 Matter and Change Activity 12 Plants in Our World Activity 3 Electrical Connections Activity 9-10	Pages 49-59 Pages 99-104 Pages 35-40 Pages 75-87
SC.0.8.1.03 relate societal, cultural and economic issues to key scientific innovations.	DSM activities provide the opportunity to accomplish this objective. See for example: DNA-From Genes to Proteins Activity 7, Science, Technology and Society Reader Electrical Connections Activity 9, Science, Technology and Society Reader Newton’s Toy Box Activity 8, Science, Technology and Society Reader	Page 66 Page 22 Page 80 Page 22 Page 59 Page 23
SC.0.8.1.04 conduct and/or design investigations that incorporate the skills and attitudes and/or values of scientific inquiry (e.g., established research protocol, accurate record keeping, replication of results and peer review, objectivity, openness, skepticism, fairness, or creativity and logic).	DSM activities provide the opportunity to accomplish this objective. See for example: Newton’s Toy Box Activity 7-8 Matter and Change Activity 12 Plants in Our World Activity 3 Electrical Connections Activity 9-10	Pages 49-59 Pages 99-104 Pages 35-40 Pages 75-87
SC.0.8.1.05 implement safe	DSM activities provide the	

procedures and practices when manipulating equipment, materials, organisms, and models.	opportunity to accomplish this objective. See for example: Matter and Change Activity 1 Activity 10 Activity 13 Newton’s Toy Box Activity 13 Electrical Connections Activity 7	Page 16 Page 87 Page 107 Page 86 Page 63
SC.0.8.1.06 use appropriate technology solutions within a problem solving setting to measure and collect data; interpret data; analyze and/or report data; interact with simulations; conduct research; and present and communicate conclusions.	DSM activities provide the opportunity to accomplish this objective. See for example: Matter and Change Activity 1-3 Astronomy Activity 6 Electrical Connections Activity 8-9 Earth, Moon and Sun Activity 3-4 Newton’s Toy Box Activity 7-9	Pages 13-35 Pages 61-68 Pages 67-80 Pages 29-44 Pages 49-65
SC.0.8.1.07 design, conduct, evaluate and revise experiments (e.g., compose a question to be investigated, design a controlled investigation that produces numeric data, evaluate the data in the context of scientific laws and principles, construct a conclusion based on findings, propose revisions to investigations based on manipulation of variables and/or analysis of error, or communicate and defend the results and conclusions).	DSM activities provide the opportunity to accomplish this objective. See for example: Plants in Our World Activity 3 Matter and Change Activity 12 Newton’s Toy Box Activity 8	Pages 35-40 Pages 99-104 Pages 55-59
SC0.8.1.08 draw conclusions from a variety of data sources to analyze and interpret systems and models (e.g., use graphs and equations to measure and apply variables such as rate and scale, evaluate changes in trends and cycles, predict the influence of external variance such as potential sources of error, or interpret maps).	Astronomy Activity 4 Electrical Connections Activity 8-10 Plants in Our World Activity 3 Matter and Change Activity 1-3 Newton’s Toy Box Activity 7-9	Pages 41-50 Pages 67-87 Pages 35-40 Pages 13-35, 99-109 Pages 49-65
Standard 2: Content of Science (SC.S.8.2)		
<i>SCIENCE OBJECTIVE</i> <i>The student will:</i>	<i>DSM</i> <i>ACTIVITY</i>	<i>PAGE(S)</i>
SC.0.8.2.01 demonstrate an understanding of the interrelationships among physics, chemistry, biology,	DSM activities provide the opportunity to accomplish this objective. Modules are a mix of life, earth and physical science.	

earth/environmental science, and astronomy.	See for example: Astronomy Activity 12 Earth, Moon and Sun Activity 12 Plants in Our World Activity 3	Pages 109-118 Pages 111-119 Pages 35-40
SC.0.8.2.02 examine and describe the structures and functions of cell organelles.	Plants in Our World Activity 1 Reader DNA-From Genes to Proteins Activity 3-5 Reader	Pages 13-26 Page 2 Pages 25-50 Pages 4-14
SC.0.8.2.03 explain how the circulatory, respiratory and reproductive systems work together in the human body.		
SC.0.8.2.04 compare the variations in cells, tissues and organs of the circulatory, respiratory and reproductive systems of different organisms.		
SC.0.8.2.05 discuss how living cells obtain the essentials of life through chemical reactions of fermentation, respiration and photosynthesis.	Plants in Our World Activity -6, 9 Reader DNA-From Genes to Proteins Reader	Pages 55-62, 81-86 Pages 3-4 Pages 8-11
SC.0.8.2.06 analyze how behaviors of organisms lead to species continuity (e.g., reproductive/mating behaviors, seed dispersal).	Plants in Our World Reader	Page 22
SC.0.8.2.07 demonstrate the basic principles of genetics; introduce Mendel's law, monohybrid crosses, production of body and sex cells (mitosis/meiosis), genes, chromosomes, and inherited traits.	DNA-From Genes to Proteins Activity 1-2, 10 Activity 3, Science Extension Reader	Pages 13-24, 87-94 Page 29 Pages 12-19
SC.0.8.2.08 compare patterns of human development to other vertebrates.		
SC.0.8.2.09 organize groups of unknown organisms based on observable characteristics (e.g., use dichotomous keys).	Plants in Our World Activity 1, Science Challenge	Page 25
SC.0.8.2.10 trace matter and energy flow in a food web as it flows from sunlight to producers to consumers, design an environment in which the chemical and energy needs for the growth, reproduction and development of plants are met (e.g., food pyramids,		

decomposition).		
SC.0.8.2.11 use the periodic table to locate and classify elements as metallic, non-metallic or metalloid.	Matter and Change Reader	Pages 704-5
SC.0.8.2.12 reconstruct development models of the atom (e.g., Crookes, Thompson, Becquerel, Rutherford, Bohr).	Matter and Change Activity 4, Science Extension Reader	Page 44 Page 22
SC.0.8.2.13 calculate the number of protons, neutrons and electrons and use the information to construct a Bohr model of the atom.	Matter and Change Activity 4, Science Extension Reader	Page 44 Pages 2-3
SC.0.8.2.14 classify elements into their chemical families based on their valence electrons.		
SC.0.8.2.15 evaluate the variations in diffusion rates and examine the effect of changing temperatures.		
SC.0.8.2.16 conduct and classify chemical reactions by reaction type (synthesis, decomposition, single replacement or double replacement); energy type (endothermic and exothermic); and write word equations for the chemical reactions.	DSM activities provide the opportunity to accomplish this objective. See for example: Matter and Change Activity 11-13 Activity 5, Science Extension	Pages 93-109 Page 51
SC.0.8.2.17 identify and describe factors that affect chemical reaction rates, including catalysts, temperature changes, light energies and particle size.	Matter and Change Activity 12 Reader	Pages 99-104 Page 19
SC.0.8.2.18 examine the various sources of energy (e.g., fossil fuels, wind, solar, geothermal, nuclear, biomass).	Electrical Connections Activity 1-2 Reader Earth Processes Activity 11, Science, Technology and Society	Pages 13-26 Pages 2-3, 7, 15-16 Page 103
SC.08.2.19 Explain the Doppler effect (e.g. sound).		
SC.0.8.2.20 quantitatively represent wavelength, frequency and velocity (e.g., $v=Af$).		
SC.0.8.2.21 relate the conservation of energy theory to energy transformations (e.g., electrical/heat, mechanical/heat).	Electrical Connections Activity 6	Pages 51-55
SC.0.8.4.22 quantitatively represent work, power, pressure (e.g., $Work=Force \times distance$, $Power = Work/time$, $pressure = force/area$) from collected data.	Newton's Toy Box Reader	Page 14
SC.0.8.2.23 graph and interpret	Newton's Toy Box	

the relationships of distance versus time, speed versus time, acceleration versus time.	Activity Reader	Pages 49-65 Pages 2-5
SC.0.8.3.24 describe Newton's Law of Motion; identify examples; illustrate qualitatively and quantitatively drawing vector examples.	Newton's Toy Box Activities 1-13 Reader	Pages 13-90 Pages 10-13
SC.0.8.3.25 illustrate and calculate the mechanical advantage of simple machines.	Newton's Toy Box Reader	Pages 15-21
SC.0.8.3.26 research and draw conclusions related to the quality and quantity of surface and ground water.		
SC.0.8.3.27 identify and explain the principle forces of plate tectonics and related geological events (e.g., earthquakes, volcanoes, or landforms).	Earth Processes Activity 1, 7-8, 10-14 Reader	Pages 13-21, 63-79, 89-129 Pages 2-10
SC.0.8.3.28 determine the impact of oceans on weather and climate; relate global patterns of atmospheric movement on local weather.		
SC.0.8.3.29 analyze the forces of tectonics, weathering and erosion that have shaped the earth's surface.	Earth Processes Activity 3-8, 10-14 Reader	Pages 29-79, 89-129 Pages 2-15
SC.0.8.3.30 model processes of soil formation and suggest methods of soil preservation and conservation.	Earth Processes Reader	Pages 19-20
SC.0.8.3.31 research and recognize the societal concerns of exploration and colonization of space.		
SC.0.8.2.32 describe the origin and orbits of comets, asteroids, and meteoroids.	Astronomy Reader Earth, Moon and Sun Reader	Pages 5, 7 Page 3

Standard 3: Application OF Science (SC.S.8.3)

<i>SCIENCE OBJECTIVE</i> <i>The student will:</i>	<i>DSM</i> <i>ACTIVITY</i>	<i>PAGE(S)</i>
SC.0.8.3.01 synthesize concepts across various science disciplines to better understand the natural world (e.g., form and function, systems, or change over time).	DSM activities provide the opportunity to accomplish this objective. Besides including concepts from life, earth and physical science, DSM also includes the unifying themes of science indicated in this objective.	
SC.0.8.3.02 investigate, compare and design scientific and technological solutions to	DSM activities provide the opportunity to accomplish this objective. See for example:	

personal and societal problems.	<p>DNA-From Genes to Proteins Activity 7, Science, Technology and Society Reader Page 66 Page 22</p> <p>Electrical Connections Activity 9, Science, Technology and Society Reader Page 80 Page 22</p> <p>Newton's Toy Box Activity 8, Science, Technology and Society Reader Page 59 Page 23</p>	
SC.0.8.3.03 communicate experimental designs, results and conclusions using advanced technological tools.	DSM activities provide the opportunity to accomplish this objective. The use of technological tools is encouraged.	
SC.0.8.3.04 collaborate to present research on current environmental and technological issues to predict possible outcomes.	DSM activities provide the opportunity to accomplish this objective. Student collaboration is encouraged. See for example: Newton's Toy Box Activity 8, Science, Technology and Society Matter and Change Activity 8, Science, Technology and Society Electrical Connections Activity 10, Science, Technology and Society	<p>Page 59</p> <p>Page 75</p> <p>Page 87</p>
SC.0.8.3.05 explore occupational opportunities in science, engineering and technology and evaluate the required academic preparation.	<p>Electrical Connections Activity 3, Science and Careers Astronomy Activity 9, Science and Careers Plants in Our World Activity 5, Science and Careers Reader</p>	<p>Page 33</p> <p>Page 91</p> <p>Page 55 Page 21</p>
SC.0.8.3.06 given a current science-technology-societal issue, construct and defend potential solutions.	DSM activities provide the opportunity to accomplish this objective. Student collaboration is encouraged. See for example: Newton's Toy Box Activity 8, Science, Technology and Society Matter and Change Activity 8, Science, Technology and Society Electrical Connections Activity 10, Science, Technology and Society	<p>Page 59</p> <p>Page 75</p> <p>Page 87</p>