

**Richmond Public Schools**  
**Department of Curriculum and Instruction**  
**Curriculum Pacing and Resource Guide**



**Course Title/ Course #:** Life Science Compacted

**Start day:** 1

**Meetings:** 180 days

**Course Description**

The Life Science compacted curriculum emphasizes is a more complex understanding of change, cycles, patterns, and relationships in the living world. Students will complete Life Science and many of the 06 General Science objectives within the year. Students will build on basic principles related to these concepts by exploring the cellular organization and the classification of organisms; the dynamic relationships among organisms, populations, communities, and ecosystems; and change as a result of the transmission of genetic information from generation to generation. Inquiry skills at this level include organization and mathematical analysis of data, manipulation of variables in experiments, and identification of sources of experimental error. Metric units (SI – International System of Units) are to be used as the primary unit of measurement to gather and report data at this level.

**Pacing Resources Assessments MPI**

<b>Time Frame</b>	<b>Standards of Learning</b>	<b>Units/ Topics/ Concepts</b>	<b>Resources</b>	<b>Assessments</b>
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<p><b>10 days (On Going)</b></p>	<p><a href="#">LS.1 a-j</a>  <b>Ongoing throughout the year</b>  <a href="#">6.1 a-j</a>  <b>Ongoing throughout the year</b></p>	<p>Scientific Investigations:  Experimental Design &amp; Science Fair Project</p>	<ul style="list-style-type: none"> <li>• <a href="#">The Scientific Method Prezi</a></li> <li>• Discovery Education: <a href="#">Scientific Inquiry Episode 1</a></li> <li>• PALS: <a href="#">Temperature School</a></li> <li>• <a href="#">Snoopys Scientific Method Handout</a></li> <li>• <a href="#">Additional Scientific Method Practice</a></li> </ul> <p><b>Web Resources:</b>  <a href="#">Scientific Inquiry</a>  <a href="#">Helena Easter- Live Binder</a></p> <p><b>Brain Pop:</b>  <b>Username: rpschools</b>  <b>Password: 4me2use</b>  <a href="#">Scientific Method</a>  <a href="#">Science Projects</a>  <a href="#">Metric Units</a>  <a href="#">Standard and Scientific Notation</a>  <a href="#">Precision and Accuracy</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Scientific Method concept map</a></li> <li>• <a href="#">Density of Pennies Lab</a></li> <li>• Vernier: <a href="#">Are We Cool or What?</a></li> <li>• PowerPoints: Observation, Inference, or Prediction.</li> <li>• Brain Pop: <a href="#">Scientific Method</a></li> <li>• <a href="#">Science Spot: Metric System</a> resources</li> <li>• YouTube: <ul style="list-style-type: none"> <li>○ <a href="#">Lab Safety</a></li> <li>○ <a href="#">Minions Scientific</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• A “Do Now” will require students to identify the independent variable, dependent variable, and sketch a graph based on a situation where the increase in the temperature outside increases the amount of ice cream people eat.</li> <li>• Students will watch two Myth buster videos and will answer questions on a worksheet about the independent variable, dependent, controls, hypothesis, and results that are associated with the videos.</li> <li>• Students will be required to locate a science related article. They will be able to identify and explain how the scientific method is involved in the pursuit of knowledge or in the solving of a problem? Students will present a summary of their articles to the class, along with their own thoughts on the importance of the information.</li> <li>• Performance-based tasks</li> <li>• Teacher observation of students engaged in</li> </ul>
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			<p><u>Method:</u> <u>Observations,</u> <u>Predictions, and</u> <u>Inferences.</u></p> <ul style="list-style-type: none"> <li>○ <u>Powers of Ten - Ultimate Zoom (micro-macro - Imax combined)</u></li> <li>• <u>Writing in the Science Curriculum:</u> Various ideas that incorporate writing in the science classroom with professional articles.</li> <li>• <u>Experimental Design Diagram Handout</u></li> <li>• <u>Lab Report Template</u></li> <li>• <u>Lab Report Rubric</u></li> <li>• <u>Schoolyard Litter</u></li> </ul> <p><u>Reading in the Content Area Resources</u></p> <p><b>Gizmo:</b> <u>Mean, Median and Mode:</u> <u>Triple Beam Balance:</u> <u>Effect of Environment on New Life Form:</u> <u>Pendulum Clock:</u> <u>Effect of Temperature on Gender:</u> <u>Seed Germination:</u> <u>Disease Spread:</u> <u>Graphing Skills:</u></p> <p><b>Videos:</b> United Streaming/Discovery Education</p> <ul style="list-style-type: none"> <li>• Video Title: <u>Scientific Method and Measurement</u></li> </ul>	<p>cooperative learning investigations</p> <ul style="list-style-type: none"> <li>• KWL</li> <li>• Class created science rubrics</li> <li>• Science notebooks</li> <li>• Informal assessment through observation of students' participating in hands-on activities</li> <li>• Use of vocabulary in the classroom discussions and as they carry out science investigations.</li> </ul> <p><b>Formative Assessment Ideas:</b> Lab Report, PALS: <u>Temperature School</u>, Exit tickets, Journal writing, Visual display (ie. PowerPoint, <u>Prezi</u>, <u>Glogster</u>), <u>Quia</u> shared activities, Question based technology applications (<u>Socrative</u>, <u>Plickers</u>, <u>Kahoot!</u>)</p> <p><b>Summative Assessment Ideas:</b> <u>Interactive Achievement Problem Attic</u> <u>Gradecam</u> answer sheet generator and data analysis</p> <p>Brain Pop: <u>Scientific Method</u></p>
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			<ul style="list-style-type: none"><li>• Video Title: <a href="#">How Scientist Work: What is Scientific Inquiry</a></li><li>• Video Title: <a href="#">The Scientific Method</a></li></ul> <p><b>Trade Books:</b></p> <ul style="list-style-type: none"><li>• Scientific Method Investigation: A Step-by-Step Guide for Middle-School Students (Science Activity Books) by Schyrlet Cameron, Carolyn Craig &amp; Sherryl Soutee</li><li>• Case Closed? by Susan Hughes</li><li>• The Robin Makes a Laughing Sound by Sallie Wolf</li><li>• The Robin Makes a Laughing Sound by Sallie Wolf</li></ul> <p><b>Lessons:</b></p> <ul style="list-style-type: none"><li>• <a href="#">Thumb Wrestling</a></li><li>• <a href="#">Bikini Bottom Olympics</a></li><li>• <a href="#">Senses Lab</a></li><li>• <a href="#">The New Scientific Method</a></li><li>• <a href="#">Real World Science: Scientific Method</a></li></ul>	
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<p><b>21 days</b></p>	<p><b><u>LS.12 a-f</u></b>  <b>Organisms:  Reproduction and  Genetics</b></p> <p><u>LS.2 a-d</u> Cells:  Structure &amp;  Development</p> <p><u>LS.3 a-b</u> Cells &amp;  Cellular Organization</p>		<p><b>Web Resources:</b>  <a href="#">Structure and Function of Cells</a>  <a href="#">Biology Motion: Mitosis and Meiosis</a>  <a href="#">Cell Virtual Tour</a>  <a href="#">Components of Plant and Animal Cells</a>  <a href="#">Helena Easter- Live Binder</a></p> <p><b>Brain Pop:</b>  <b>Username: rpschools</b>  <b>Password: 4me2use</b>  <a href="#">Cells</a>  <a href="#">Stem Cells</a>  <a href="#">Mitosis</a>  <a href="#">Cell Specialization</a>  <a href="#">Microscopes</a></p> <p><b>Gizmo:</b>  <a href="#">Cell Structure:</a>  <a href="#">Cell Division:</a></p> <p><b>Videos:</b>  <b>United Streaming/Discovery Education</b></p> <ul style="list-style-type: none"> <li>• Video Title: <a href="#">Assignment Discovery: Cells</a></li> <li>• Video Title: <a href="#">Cell Division</a></li> <li>• Video Title: <a href="#">Cell Theory</a></li> <li>• Video Title: <a href="#">Biologix: Comparison of Mitosis and Meiosis</a></li> </ul> <p><b>Trade Books:</b></p> <ul style="list-style-type: none"> <li>• <i>Microscopes and Telescopes</i> by Rebecca Steffoff</li> <li>• <i>Invincible Microbe:</i></li> </ul>	<ul style="list-style-type: none"> <li>• Students are able to identify the essential parts of the microscope.</li> <li>• Students will create a journal entry that compares and contrasts the differences between plant (cell wall and chloroplasts) and animal cells.</li> <li>• Appropriately create and label a 3D model of a cell.</li> <li>• Create a cartoon or a series of cartoons/sketches that illustrate the basic characteristics of life.</li> <li>• Create a Venn diagram that compares prokaryotic and eukaryotic cells. Categories for comparison may include size, DNA structure, types of organisms, and organelles.</li> <li>• Place students in groups of 3 or 4 students. Have them create a cell analogy. Depending on your students, you may have them come up with their own categories or you can provide guidance by giving them a specific category. For example, they can compare the cell to a school, a sports team, a prison, a factory, or a car.</li> </ul>
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			<p><i>Tuberculosis and the Never-Ending Search for a Cure</i> by Jim Murphy and Alison Blank</p> <ul style="list-style-type: none"> <li>• <i>The Basics of Cell Life with Max Axiom, Super Scientist</i>, by Amber Keyser</li> <li>• <i>What is Cell Theory?</i> by Marina Cohen</li> </ul> <p><b>Lessons:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Cell City Analogy</a></li> <li>• <a href="#">Cell Structure and Function</a></li> <li>• <a href="#">Cell Theory and Cells</a></li> <li>• <a href="#">Cell Cycle</a></li> <li>• <a href="#">Twizzler Mitosis</a></li> </ul> <p><b>Web Resources:</b>  <a href="#">Cellular Structure and Organization</a>  <a href="#">Human Anatomy Online</a>  <a href="#">Human Body Systems</a>  <a href="#">Helena Easter- Live Binder</a></p> <p><b>Brain Pop:</b>  <b>Username:</b> rpschools  <b>Password:</b> 4me2use  <a href="#">Diffusion</a>  <a href="#">Active Transport</a>  <a href="#">Metabolism</a>  <a href="#">Human Body</a>  <a href="#">Cellular Respiration</a></p> <p><b>Gizmo:</b>  <a href="#">Diffusion:</a>  <a href="#">Osmosis:</a>  <a href="#">Digestive System:</a></p>	<ul style="list-style-type: none"> <li>• Performance-based tasks</li> <li>• Teacher observation of students engaged in cooperative learning investigations</li> <li>• KWL</li> <li>• Informal assessment through observation of students' participating in hands-on activities</li> <li>• Use of vocabulary in the classroom discussions.</li> <li>• Create a mural of careers that deal with the health of body systems.</li> <li>• Interview someone working in a STEM career that is associated with the health of body system; report your results to the class.</li> <li>• Students will create journal entries on the various organ systems.</li> <li>• Color and identify the various organs associated with a particular organ system.</li> <li>• Why do organisms require different levels of cellular organization?</li> <li>• What are the four levels of</li> </ul>
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			<p><u><a href="#">Circulatory System:</a></u>  <u><a href="#">Homeostasis:</a></u>  <b>Videos:</b>  United Streaming</p> <ul style="list-style-type: none"> <li>• Video Title: <u><a href="#">Transport Across Membranes</a></u></li> <li>• Video Title: <u><a href="#">Life Science: Human Body</a></u></li> <li>• Video Title: <u><a href="#">Passive Transport</a></u></li> <li>• Video Title: <u><a href="#">Active Transport</a></u></li> <li>• Video Title: <u><a href="#">The Basic Biology: How Living Things are Structured</a></u></li> </ul> <p><b>Trade Books:</b></p> <ul style="list-style-type: none"> <li>• <i>Human Body</i> by Richard Walker</li> <li>• <i>Ouch! How Your Body Makes It Through a Very Bad Day</i> by Richard Walker</li> <li>• <i>Complete Book of the Human Body</i> by Anna Claybourne</li> <li>• <i>The World of Microbes: Bacteria, Viruses, and Other Microorganisms (Understanding Genetics)</i> by Janey Levy</li> </ul> <p><b>Lessons:</b></p> <ul style="list-style-type: none"> <li>• <u><a href="#">Characteristic of Life Lab</a></u></li> <li>• <u><a href="#">Feedback Mechanism</a></u></li> <li>• <u><a href="#">Diffusion and Osmosis</a></u></li> <li>• <u><a href="#">I Hear You Knocking But Can't Come In</a></u></li> <li>• <u><a href="#">Cell Structure</a></u></li> </ul>	<p>organization?</p> <ul style="list-style-type: none"> <li>• Do unicellular organisms have levels of organization?</li> <li>• Explain how cellular organization compares to the organization of topics in a textbook.</li> <li>• List examples of organisms that contain cells, tissues, organs and organ systems.</li> <li>• Performance-based tasks</li> <li>• Teacher observation of students engaged in cooperative learning investigations</li> <li>• KWL</li> <li>• Class created science rubrics</li> <li>• Science notebooks</li> <li>• Informal assessment through observation of students' participating in hands-on activities</li> <li>• Use of vocabulary in the classroom discussions.</li> </ul>
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14 days	<a href="#">6.6 a-f</a> , (Integrate <a href="#">6.1 a-j</a> )	<p><b>Weather</b>  <b>Atmospheric Pressure</b>  <b>Layers of the Atmosphere</b>  <b>Air Quality</b>  <b>Weather Forecasting</b></p>	<p><b>Student Activities: (Please see 6.6 Folder for Videos, Activities, and Power Points)</b></p> <ul style="list-style-type: none"> <li>• VDOE: Lesson Plans Weather, Atmospheric Pressure, Layers of Atmosphere, Air Quality, Weather Forecasting</li> <li>• Brain Pop: <a href="#">Earth's Atmosphere</a>, <a href="#">Weather Unit</a>, <a href="#">Air Pollution</a>,</li> <li>• PALS: Air Pressure- <a href="#">Barometer Investigation</a></li> <li>• <a href="#">Smithsonian Institute Atmosphere</a></li> <li>• <a href="#">How High is It?</a> Layers of</li> </ul>	<p><b>(Assessments should be created based on essential skills and knowledge)</b></p> <p><b>Formative Assessment Ideas:</b>  Inquiry Labs ie <a href="#">PALS</a>, Building models, Exit Tickets, Journal writing, Visual display, Research paper ie. PowerPoint or <a href="#">Prezi</a> (<i>Question based technology applications <a href="#">Socrative</a>, <a href="#">Plickers</a>, <a href="#">Kahoot!</a></i>)</p> <p><b>Summative Assessment Ideas:</b>  Interactive Achievement <a href="#">Problem Attic</a></p>

			<p>the Atmosphere Activity and Handouts</p> <ul style="list-style-type: none"> <li>• Discovery Education: <a href="#">Weather Maps</a></li> <li>• <a href="#">Exploring Weather</a>: Various types of weather</li> <li>• <a href="#">Weather WizKids</a>: Weather concepts and experiments</li> <li>• <a href="#">Cloud Formation Experiment</a></li> <li>• <a href="#">Writing in the Science Curriculum</a>: Various ideas that incorporate writing in the science classroom with professional articles.</li> </ul> <p><a href="#">Reading in the Content Area Resources</a></p> <ul style="list-style-type: none"> <li>• Virginia SAMS</li> </ul> <p><b><u>Activities:</u></b></p> <p><b>6.6 a, c</b>  <a href="#">Dew Point [115]</a>  Investigate how to condense water from your classroom air.</p> <p><b>6.6 c, d, e, f</b>  <a href="#">Tracking a Storm [113]</a>  Measure changing weather conditions prior to, during, and after a storm.</p> <p><b><u>Models/Simulations:</u></b>  (T) Teacher  (S) Student</p> <p><a href="#">Climate Change, With Temperature Graph</a></p>	<ul style="list-style-type: none"> <li>• <a href="#">Gradecam</a> answer sheet generator and data analysis</li> </ul>
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			<p>This model includes basic factors in climate change, including greenhouse gases, clouds, incoming sunlight and outgoing infrared. (T,S)</p> <p><a href="#"><u>The Pressure-Temperature Relationship (Gay-Lussac)</u></a></p> <p>The Gay-Lussac Law is that the pressure of a gas of fixed mass and fixed volume is directly proportional to the gas's absolute temperature. In the model a virtual gauge is placed in the container of gas to measure pressure. The output is shown with a bar graph. (T)</p>	
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**Pacing Resources Assessments MP2**

Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
15 days	<a href="#"><u>LS.2 a-d</u></a> <a href="#"><u>LS.3 a-b</u></a> <a href="#"><u>LS.12 a-f</u></a>	<b>Cells: Structure &amp; Development</b> <b>Cells &amp; Cellular Organization</b>  <b>Organisms: Reproduction and Genetics</b>	<b>Web Resources:</b> <a href="#"><u>Structure and Function of Cells</u></a> <a href="#"><u>Biology Motion: Mitosis and Meiosis</u></a> <a href="#"><u>Cell Virtual Tour</u></a> <a href="#"><u>Components of Plant and Animal Cells</u></a> <a href="#"><u>Helena Easter- Live Binder</u></a>  <b>Brain Pop:</b> <b>Username: rpschools</b> <b>Password: 4me2use</b> <a href="#"><u>Cells</u></a> <a href="#"><u>Stem Cells</u></a> <a href="#"><u>Mitosis</u></a> <a href="#"><u>Cell Specialization</u></a> <a href="#"><u>Microscopes</u></a>  <b>Gizmo:</b> <a href="#"><u>Cell Structure:</u></a> <a href="#"><u>Cell Division:</u></a>	<ul style="list-style-type: none"> <li>• Students are able to identify the essential parts of the microscope.</li> <li>• Students will create a journal entry that compares and contrasts the differences between plant (cell wall and chloroplasts) and animal cells.</li> <li>• Appropriately create and label a 3D model of a cell.</li> <li>• Create a cartoon or a series or cartoons/sketches that illustrate the basic characteristics of life.</li> <li>• Create a Venn diagram that compares prokaryotic and</li> </ul>

**Videos:****United Streaming/Discovery Education**

- Video Title: [Assignment Discovery: Cells](#)
- Video Title: [Cell Division](#)
- Video Title: [Cell Theory](#)
- Video Title: [Biologix: Comparison of Mitosis and Meiosis](#)

**Trade Books:**

- *Microscopes and Telescopes* by Rebecca Steffoff
- *Invincible Microbe: Tuberculosis and the Never-Ending Search for a Cure* by Jim Murphy and Alison Blank
- *The Basics of Cell Life with Max Axiom, Super Scientist*, by Amber Keyser
- *What is Cell Theory?* by Marina Cohen

**Lessons:**

- [Cell City Analogy](#)
- [Cell Structure and Function](#)
- [Cell Theory and Cells](#)
- [Cell Cycle](#)
- [Twizzler Mitosis](#)

**Web Resources:**

- [Cellular Structure and Organization](#)
- [Human Anatomy Online](#)
- [Human Body Systems](#)
- [Helena Easter- Live Binder](#)

**Brain Pop:**

**Username:** rpschools

**Password:** 4me2use

eukaryotic cells. Categories for comparison may include size, DNA structure, types of organisms, and organelles.

- Place students in groups of 3 or 4 students. Have them create a cell analogy. Depending on your students, you may have them come up with their own categories or you can provide guidance by giving them a specific category. For example, they can compare the cell to a school, a sports team, a prison, a factory, or a car.
- Performance-based tasks
- Teacher observation of students engaged in cooperative learning investigations
- KWL
- Informal assessment through observation of students' participating in hands-on activities
- Use of vocabulary in the classroom discussions.
- Create a mural of careers that deal with the health of body systems.
- Interview someone working in a STEM career that is associated with the health of body system; report your results to the class.
- Students will create journal entries on the various organ

			<p><b>Web Resources:</b>  <a href="#">Cellular Structure and Organization</a>  <a href="#">Human Anatomy Online</a>  <a href="#">Human Body Systems</a>  <a href="#">Helena Easter- Live Binder</a></p> <p><b>Brain Pop:</b>  <b>Username:</b> rpschools  <b>Password:</b> 4me2use  <a href="#">Diffusion</a>  <a href="#">Active Transport</a>  <a href="#">Metabolism</a>  <a href="#">Human Body</a>  <a href="#">Cellular Respiration</a></p> <p><b>Gizmo:</b>  <a href="#">Diffusion:</a>  <a href="#">Osmosis:</a>  <a href="#">Digestive System:</a>  <a href="#">Circulatory System:</a>  <a href="#">Homeostasis:</a></p> <p><b>Videos:</b>  United Streaming</p> <ul style="list-style-type: none"> <li>• Video Title: <a href="#">Transport Across Membranes</a></li> <li>• Video Title: <a href="#">Life Science: Human Body</a></li> <li>• Video Title: <a href="#">Passive Transport</a></li> <li>• Video Title: <a href="#">Active Transport</a></li> <li>• Video Title: <a href="#">The Basic Biology: How Living Things are Structured</a></li> </ul>	<ul style="list-style-type: none"> <li>• Students will be asked to create a new species and to identify dominant and recessive traits that the species will have. Have each student create her own creature using the traits she came up with. Pair up the students and have them first create a Punnett square for each trait that will be passed down to the next generation.</li> <li>• Create a model a DNA molecule make it code for an “amino acid” that will perform a certain task.</li> <li>• Explain how traits are inherited in plants and animals from parents and how they differ from acquired traits.</li> <li>• Recognize different common dominant and recessive traits and explain how they are inherited.</li> <li>• Students will examine an “evolutionary tree” and draw conclusions about how function and ancestry influence the order and structure of the forelimbs of animals.</li> <li>• Performance-based tasks</li> </ul>
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			<p><b>Trade Books:</b></p> <ul style="list-style-type: none"> <li>• <i>Human Body</i> by Richard Walker</li> <li>• <i>Ouch! How Your Body Makes It Through a Very Bad Day</i> by Richard Walker</li> <li>• <i>Complete Book of the Human Body</i> by Anna Claybourne</li> <li>• <i>The World of Microbes: Bacteria, Viruses, and Other Microorganisms (Understanding Genetics)</i> by Janey Levy</li> </ul> <p><b>Lessons:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Characteristic of Life Lab</a></li> <li>• <a href="#">Feedback Mechanism</a></li> <li>• <a href="#">Diffusion and Osmosis</a></li> <li>• <a href="#">I Hear You Knocking But Can't Come In</a></li> <li>• <a href="#">Cell Structure</a></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation of students engaged in cooperative learning investigations</li> <li>• KWL</li> <li>• Class created science rubrics</li> <li>• Science notebooks</li> <li>• Informal assessment through observation of students' participating in hands-on activities</li> <li>• Use of vocabulary in the classroom discussions.</li> </ul>
	<p><a href="#">LS.5 a-c</a></p>	<p><b>Photosynthesis: Physical &amp; Chemical Processes</b></p>	<p><b>Web Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Photosynthesis</a></li> <li>• <a href="#">The Wonderful World of Trees</a></li> <li>• <a href="#">Why Do Leaves Change Color in the Fall?</a></li> <li>• <a href="#">A Look at Photosynthesis</a></li> <li>• <a href="#">Internet Lesson</a></li> <li>• <a href="#">Helena Easter- Live Binder</a></li> </ul> <p><b>Brain Pop:</b></p> <p><b>Username: rpschools</b></p> <p><b>Password: 4me2use</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Photosynthesis</a></li> <li>• <a href="#">Plant Growth</a></li> <li>• <a href="#">Seedless Plants</a></li> <li>• <a href="#">Seed Plants</a></li> </ul>	<ul style="list-style-type: none"> <li>• Students will participate in a discussion about the role of water in photosynthesis and predict what would happen to their plants if there were no water available</li> <li>• Label the various parts of a plant and identify their role in photosynthesis</li> <li>• Students will take a plant and design and conduct an experiment based on the role that Carbon Dioxide plays in photosynthesis</li> </ul>

			<p><b>Gizmo:</b>  <a href="#">Plants and Snails</a>  <a href="#">Photosynthesis Lab</a></p> <p><b>Videos:</b>  United Streaming</p> <ul style="list-style-type: none"> <li>• Video Title: <a href="#">Inside Plants: Photosynthesis in Detail</a></li> <li>• Video Title: <a href="#">The World of Plants: Photosynthesis</a></li> </ul> <p><b>Trade Books:</b></p> <ul style="list-style-type: none"> <li>• <i>Understanding Photosynthesis With Max Axiom, Super Scientist</i>, by Liam O'Donnell</li> </ul> <p><b>Lessons:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Photosynthesis and Cellular Respiration</a></li> <li>• <a href="#">Photosynthesis</a></li> <li>• <a href="#">Investigating Photosynthesis: Discovering what plants need for photosynthesis</a></li> <li>• <a href="#">Mission to Mars: Photosynthesis</a></li> </ul>	<ul style="list-style-type: none"> <li>• Performance-based tasks</li> <li>• Teacher observation of students engaged in cooperative learning investigations</li> <li>• KWL</li> <li>• Class created science rubrics</li> <li>• Science notebooks</li> <li>• Informal assessment through observation of students' participating in hands-on activities</li> <li>• Use of vocabulary in the classroom discussions.</li> <li>•</li> </ul>
12 days	<a href="#">LS.4 a-b</a>	<b>Organisms: Classification</b>	<p><b>Web Resources:</b>  <a href="#">The 6 Kingdoms:</a>  <a href="#">Kingdoms of Living Things</a>  <a href="#">Protist Internet Lab</a>  <a href="#">Helena Easter- Live Binder</a></p> <p><b>Brain Pop:</b>  <b>Username: rpschools</b></p>	<ul style="list-style-type: none"> <li>• Explain why scientists use Latin when using the binomial nomenclature system.</li> <li>• Write or type genus and species names correctly.</li> <li>• Describe the difference</li> </ul>

			<p><b>Password: 4me2use</b></p> <p><a href="#">Classification</a>  <a href="#">Six Kingdoms</a>  <a href="#">Vertebrates</a>  <a href="#">Invertebrates</a>  <a href="#">Bacteria</a></p> <p><b>Gizmo:</b>  <a href="#">Dichotomous Keys:</a></p> <p><b>Videos:</b>  United Streaming</p> <ul style="list-style-type: none"> <li>• Video Title: <a href="#">The Basics of Biology: The Kingdom of Animals: From Simple to Complicated</a></li> <li>• Video Title: <a href="#">Life Science: The Basics: Classification of Living Things</a></li> <li>• Video Title: <a href="#">The Biological Classification of Living Things</a></li> </ul> <p><b>Trade Books:</b></p> <ul style="list-style-type: none"> <li>• <i>When Fish Got Feet, Sharks Got Teeth, and Bugs Began to Swarm</i> by Hannah Bonner</li> <li>• <i>Classification of Living and Nonliving Things</i> by Elizabeth Rose</li> <li>• <i>Classifying Living Things</i> by Darlene R. Stille</li> <li>• <i>Archaea: Salt-Lovers, Methane-Makers, Thermophiles, and Other Archaeans (A class of their</i></li> </ul>	<p>between a genus group and a species group.</p> <ul style="list-style-type: none"> <li>• Use classification trees and taxonomic keys to identify organisms or objects.</li> <li>• Create classification trees and taxonomic keys to organize organisms or objects.</li> <li>• Compare and contrast multicellular and unicellular organisms.</li> <li>• Create a poster comparing and contrasting autotrophic and heterotrophic organisms.</li> <li>• Describe the characteristics of the six kingdoms of living things using the terms multicellular, unicellular, autotroph, heterotroph, eukaryote and prokaryote.</li> <li>• Performance-based tasks</li> <li>• Teacher observation of students engaged in cooperative learning investigations</li> <li>• KWL</li> <li>• Class created science rubrics</li> </ul>
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			<p>own) by David M. Baker</p> <ul style="list-style-type: none"> <li>• <i>The Diversity of Species (Timeline: Life on Earth)</i> by Michael Bright</li> </ul> <p><b>Lessons:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Classifying</a></li> <li>• <a href="#">Biological Classification</a></li> <li>• <a href="#">Classification-Animals</a></li> <li>• <a href="#">Dichotomous Key</a></li> <li>• <a href="#">Label Parts of a Plant</a></li> </ul>	<ul style="list-style-type: none"> <li>• Science notebooks</li> <li>• Informal assessment through observation of students' participating in hands-on activities</li> <li>• Use of vocabulary in the classroom discussions.</li> </ul>
12 days	<a href="#">LS.7a,d</a>	<b>Populations: Interactions &amp; Influence of Behavior</b>	<p><b>Lessons:</b></p> <p><b>Handouts</b> (See in LS. 7 Folder)</p> <ul style="list-style-type: none"> <li>• Ecology Scavenger Hunt with Pictures</li> <li>• Ecology Scavenger Hunt</li> <li>• Ecosystem Organizer</li> <li>• Ecosystem Organizer KEY</li> <li>• Food Chains and Webs HW Packet</li> <li>• Food Web Snapshot</li> <li>• Population Interactions Activity</li> <li>• Predator-Prey Questions</li> <li>• Simba Snapshot</li> <li>• Abiotic Vocabulary Snapshot</li> <li>• Weasel Population Activity</li> <li>• What is an adaptation? Snapshot</li> </ul> <p><b>Gizmo:</b> <a href="#">Food Chain</a></p>	<p><b>Interactive Achievement:</b> (Teacher-Generated Assessments for LS.7) <a href="#">IA Assessment</a></p> <p><b>Gizmo:</b> <a href="#">Food Chain</a> (Use Built-In Assessment)</p> <p><b>Brain pop:</b> <b>Username:</b> rpschools <b>Password:</b> 4me2use <a href="#">Population Growth</a> (Use Built-In Assessment)</p> <p>Population Interactions Assessment (See in LS. 7 Folder)</p>

			<b>Brain Pop:</b> <b>Username: rpschools</b> <b>Password: 4me2use</b> <a href="#">Population Growth</a>	
9 days	<a href="#">LS.6 d</a>	Organisms: Energy Flow in Ecosystems	<b>Web Resources:</b> <a href="#">What's for Dinner</a> <a href="#">Grouping Biological Niches</a> <a href="#">Food Webs in the Bay</a> <a href="#">Food Webs and Energy Flow</a> <a href="#">Renewable Energy Sources</a> <a href="#">Helena Easter- Live Binder</a>  <b>Brain Pop:</b> <b>Username: rpschools</b> <b>Password: 4me2use</b> <a href="#">Water Cycle</a> <a href="#">Carbon Cycle</a> <a href="#">Nitrogen Cycle</a> <a href="#">Food Web</a> <a href="#">Energy Pyramid</a>  <b>Gizmo:</b> <a href="#">Cell Energy Cycle</a> <a href="#">Water Cycle</a> <a href="#">Food Chain</a> <a href="#">Pond Ecosystem</a> <a href="#">Forest Ecosystem</a> <a href="#">Prairie Ecosystem</a>  <b>Videos:</b> United Streaming <ul style="list-style-type: none"> <li>• Video Title: <a href="#">The Water Cycle</a></li> <li>• Video Title: <a href="#">Elements of Biology: Ecosystems: Organisms and Their</a></li> </ul>	<ul style="list-style-type: none"> <li>• Student will identify a limiting factor that has affected their component of the habitat and identify this factor as abiotic or biotic.</li> <li>• Habitats vs. Niche- ask students to define the terms habitat and niche. What do you think your habitat or niche is. Explain the main differences and similarities of the two terms. Stress that a niche is much like an occupation, or the organism's role, while the habitat is its home.</li> <li>• Each student should select a specific species and conduct library research about how change in their local climate might affect their selected animal</li> <li>• Performance-based tasks</li> <li>• Teacher observation of students engaged in cooperative learning investigations</li> <li>• KWL</li> <li>• Class created science rubrics</li> </ul>

			<p><a href="#">Environment</a></p> <ul style="list-style-type: none"> <li>• Video Title: <a href="#">Food Chains</a></li> <li>• Video Title: <a href="#">Biology: The Science of Life: Ecology: Organisms in Their Environment</a></li> <li>• Video Title: <a href="#">Food Chains and Webs</a></li> </ul> <p><b>Trade Books:</b></p> <ul style="list-style-type: none"> <li>• <i>Drip! Drop! : How Water Gets to Your Tap</i> by Barbara Seuling</li> <li>• <i>Eco-Tracking: On the Trail of Habitat Change (Worlds of Wonder)</i> by Daniel Shaw</li> <li>• <i>Eat Fresh Food: Awesome recipes for Teen Chefs</i> by Rozanne Gold</li> <li>• <i>How to Clean a Hippopotamus: A look at Unusual Animal Partnerships</i> by Steve Jenkins and Robin Page</li> <li>• <i>Making Good Choices About Non Renewable Resources (Green Matters)</i> by Paula Johanson</li> <li>• <i>An Overcrowded World? Our Impact on the Planet (21st Century Debates)</i> by Rob Bowden</li> <li>• <i>Weird Meat-Eating Plants (Bizarre Science)</i> by Nathan Aaseng</li> </ul> <p><b>Lessons:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Ecosystem Web Organizer</a></li> </ul>	<ul style="list-style-type: none"> <li>• Science notebooks</li> <li>• Informal assessment through observation of students' participating in hands-on activities</li> <li>• Use of vocabulary in the classroom discussions.</li> </ul>
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			<ul style="list-style-type: none"><li>• <a href="#">Interpreting a Food Web</a></li><li>• <a href="#">Environment, Energy Flow and Cycles</a></li><li>• <a href="#">Ecosystems and Biomes</a></li><li>• <a href="#">Ecology</a></li><li>• <a href="#">Ecology Unit Plan</a></li></ul>	
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**Course Title/ Course #: Life Science 7<sup>th</sup> Grade**

**Pacing Resources Assessments MP3**

Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
15 days	<a href="#"><u>LS. 13a-c</u></a>	<b>Populations: Changes Over Time</b>	<p><b>Web Resources:</b>  <a href="#"><u>Evolution Worksheets and Student Activities</u></a></p> <p>CK-12 Biology Chapter 10 Worksheets (Evolution)</p> <p><b>Powerpoint:</b> Evolution</p> <p><b>Gizmo:</b>  <a href="#"><u>Evolution: Mutation and Selection</u></a></p> <p><b>Brain Pop:</b>  <b>Username: rpschools</b>  <b>Password: 4me2use</b>  <a href="#"><u>Evolution</u></a></p>	<p><b>Interactive Achievement:</b>            (Teacher-Generated Assessments for LS.10) <a href="#"><u>IA Assessment</u></a></p> <p><b>Gizmo:</b>  <a href="#"><u>Evolution: Mutation and Selection</u></a> (Use Built-In Assessment)</p> <p><b>Brain Pop:</b>  <b>Username: rpschools</b>  <b>Password: 4me2use</b>  <a href="#"><u>Evolution</u></a> (Use Built-In Assessment)</p> <p><b>Quia:</b>  <a href="#"><u>Evolution Quiz</u></a></p>
10 days	<a href="#"><u>LS.9a-c</u></a>	Organisms: Adaptations to Abiotic & Biotic Factors	<p><b>Lessons:</b>  <b>Handouts</b> (See in LS. 8 Folder)</p> <ul style="list-style-type: none"> <li>• 7 Land Biomes Video</li> <li>• Ant Video and Note Page</li> <li>• Biome HW 3 Copies Per Page</li> <li>• Biome Postcard Activity</li> <li>• Biome Postcard Project</li> <li>• Biome homework(See in LS. 8 Folder)</li> <li>• Biomes Matching</li> </ul>	<p><b>Interactive Achievement:</b>            (Teacher-Generated Assessments for LS.9) <a href="#"><u>IA Assessment</u></a></p> <p>Also in folder, created LS.9 IA Test</p> <p><b>Gizmo:</b>  <a href="#"><u>Freshwater Biome (Pollution)</u></a>  <a href="#"><u>Marine Biome (Ocean Mapping)</u></a>            (Use Built-In Assessment)</p>

			<p>Activity Cards</p> <ul style="list-style-type: none"> <li>• Biomes Matching Activity</li> <li>• Biomes Test Study Guide</li> <li>• Biomes “Who Am I?” Game</li> <li>• Biomes Summary</li> </ul> <p><b>Gizmo:</b>  <a href="#">Freshwater Biome (Pollution)</a>  <a href="#">Marine Biome (Ocean Mapping)</a></p> <p><b>Brain Pop:</b>  <b>Username: rpschools</b>  <b>Password: 4me2use</b>  <a href="#">Land Biomes</a></p>	<p><b>Brain Pop:</b>  <b>Username: rpschools</b>  <b>Password: 4me2use</b>  <a href="#">Land Biomes</a></p> <p><b>Quia:</b>  <a href="#">Land Biomes Challenge Quiz</a></p>
10 days	<a href="#">LS.8a-e</a>	Populations: Predators, Prey & Symbiotic Relationships	<p><b>Lessons:</b></p> <p><b>Handouts</b> (See in LS. 8 Folder)</p> <ul style="list-style-type: none"> <li>• Population Interaction Activity</li> <li>• Predator-Prey Relationships</li> <li>• Peppered Moth Simulator <a href="#">Peppered Moths</a> (student handout) AND <a href="#">Peppered Moths Simulation</a> (Online Simulation)</li> </ul> <p><b>Gizmo:</b>  <a href="#">Rabbit Population By Season</a></p>	<p><b>Interactive Achievement:</b>  (Teacher-Generated Assessments for LS.8) <a href="#">IA Assessment</a></p> <p><b>Quia Ecosystems Predator and Prey Online Quiz:</b> <a href="#">Quiz</a></p> <p><b>McGraw Online Student Learning Center;</b>  <b>Community Ecology Online Quiz:</b> <a href="#">Quiz</a></p> <p><b>Gizmo:</b>  <a href="#">Quiz on Rabbit Population By Season</a></p>

			<p><b>Brain Pop:</b> <b>Username: rpschools</b> <b>Password: 4me2use</b> <a href="#">Our Fragile Environment</a></p> <p><b>SOL Pass:</b> <a href="#">SOL Pass Competition and Cooperation Flashcards and Match-up Game</a></p>	<p><b>Brain Pop:</b> <b>Username: rpschools</b> <b>Password: 4me2use</b> <a href="#">Population Growth Quiz</a></p> <p><b>SOL Pass:</b> <a href="#">Competition and Cooperation Flashcards and Match-up Game as Assessment</a></p>
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**Pacing Resources Assessments MP4**

Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
6 days	<a href="#">6.5 a-f</a> , (Integrate <a href="#">6.1 a-j</a> ) and <a href="#">6.9 a-d</a>	Universal Solvent Heat and Water Molecular Attraction Density Ocean affect on Climate Hydroelectric Conservation of Water	<p><b>Student Activities: (Please see 6.5 Folder for Videos, Activities, and Power Points)</b></p> <ul style="list-style-type: none"> <li>• VDOE Lesson Plans: Universal Solvent, Heat and Water, Molecular Attraction, Density, Ocean affect on Climate, Hydroelectric</li> <li>• BrainPop: <a href="#">Water pollution</a>, <a href="#">Water supply</a>, <a href="#">Natural Resources</a></li> <li>• PHeT simulation: <a href="#">Build a Molecule</a></li> <li>• Explore Learning: <a href="#">Water Cycle</a>, <a href="#">Water Pollution</a>,</li> <li>• History Channel: <a href="#">Earth Day History</a></li> <li>• PALS: <a href="#">Rate of Solution</a>, <a href="#">Ice Melting</a>, <a href="#">Changing Rocks</a>,</li> </ul> <p><u><a href="#">Writing in the Science Curriculum:</a></u>                      Various ideas that incorporate writing in the science classroom with professional articles.</p> <p><u><a href="#">Reading in the Content Area Resources</a></u></p> <ul style="list-style-type: none"> <li>• Virginia SAMS: <b><u>Activities</u></b>                      6.5b, 6.1i  <a href="#">Water Moving Around the Earth [144]</a>                      Investigate Earth’s water cycle.</li> </ul>	<p><b>(Assessments should be created based on essential skills and knowledge)</b></p> <p><b>Formative Assessment Ideas:</b>                      Exit Tickets, Journal writing, Visual display, Visual Display ie. PowerPoint or <a href="#">Prezi</a>  <i>(Question based technology applications <a href="#">Socrative</a>, <a href="#">Plickers</a>, <a href="#">Kahoot!</a>)</i></p> <p><b>Summative Assessment Ideas:</b>                      Interactive Achievement  <a href="#">Problem Attic</a>  <a href="#">Gradecam</a> answer sheet generator and data analysis</p>

			<p>(Model)</p> <p>6.5b, 6.1i <a href="#">Water from Air [151]</a> Explore how to make water droplets form from water in the air. (Sensor: Temperature, Model)</p> <p>6.5b, 6.1i <a href="#">Water into the Air [150]</a> Explore evaporation of water into the air. (Sensors: Relative Humidity, Temperature)</p> <p>6.5b, 6.1i <a href="#">Water in Classroom Air [121]</a> Calculate the actual amount of water in the air in your classroom. (Sensors: Temperature, Relative Humidity)</p> <p>6.5b, 6.1i <a href="#">Melting Ice [109]</a> Monitor the temperature of a melting ice cube. (Sensors: Temperature, Model)</p> <p>6.5d, 6.1i <a href="#">Heating Objects-Specific Heat [375]</a> Examine variable heating of differing objects. (Sensors: Temperature, Model)</p> <p><b><u>Models/Simulations</u></b></p>	
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(T) Teacher  
(S) Student

[Water Cycle](#)

A dynamic display of the water cycle. (T)

[Solubility 2a: How Does Salt Dissolve in Water](#)

A view of dissolving at the salt-water interface. Salt is represented by the green and purple atoms. In water, the red atoms represent oxygen and the white ones hydrogen. (T)

[Molecular Geometry 3: Unshared Electrons and the "Bent" Shape](#)

A simulation of a 3-D water molecule. (T)

[Atomic Structure 3: The Elements](#)

Use the atom builder to experiment with combining different amounts of protons, neutrons, and electrons to make various kinds of atoms. (S)

[Solubility 6: Temperature Affects Dissolving](#)

Increase the amount of heat to determine effect on dissolving. (T)

[Dissolving: The Impact of Heating](#)

A model of dissolving a salt crystal;

			<p>the impact of adding heat. (T)</p> <p><a href="#">Water Freezing: Showing Changes</a> Control the temperature to see the effect on water molecules. (T)</p> <p><a href="#">Liquid and Gas</a> Compares the movement of atoms in a gas and a liquid. Add or remove heat to see affects. (T)</p> <p><a href="#">States of Matter: Basics</a> Add and remove thermal energy to watch phase changes. (T)</p>	
6 days	<a href="#">6.7 a-g, (Integrate 6.1 a-j)</a>	<ul style="list-style-type: none"> <li>• Watershed abiotic factors</li> <li>• Virginia’s regional watershed systems and its features</li> <li>• Wetlands and estuaries</li> <li>• Health and Conservation of Virginia Watershed</li> <li>• Water monitoring and Field Investigations</li> </ul>	<p><b>Student Activities: (Please see 6.5 Folder for Videos, Activities, and Power Points)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Watershed Image Gallery</a></li> <li>• <a href="#">VDOE Lessons from the Bay</a></li> <li>• <a href="#">Bayville</a> Virtual website with lessons on the Chesapeake Bay watershed</li> <li>• Watershed Connection work book</li> <li>• Benchmark Literacy</li> </ul> <p><a href="#">Writing in the Science Curriculum:</a> Various ideas that incorporate writing in the science classroom with professional articles.</p> <p><a href="#">Reading in the Content Area Resources</a></p>	<p><b>(Assessments should be created based on essential skills and knowledge)</b></p> <p><b>Formative Assessment Ideas:</b> Inquiry Labs, Field investigations, Models, Exit Tickets, Journal writing, <a href="#">Class debate</a>, Visual Display ie. PowerPoint or <a href="#">Prezi</a> (<i>Question based technology applications <a href="#">Socrative</a>, <a href="#">Plickers</a>, <a href="#">Kahoot!</a></i>)</p> <p><b>Summative Assessment Ideas:</b> Interactive Achievement <a href="#">Problem Attic</a> <a href="#">Gradecam</a> answer sheet generator and data analysis</p>

<p><b>5 days</b></p>	<p><a href="#"><u>LS.10a-c</u></a></p>	<p>Ecosystems: Adaptations and Change</p>	<p><b>Lessons:</b></p> <p><b>Handouts</b> (See in LS. 10 Folder)</p> <ul style="list-style-type: none"> <li>• Animal Unit Student Workbook</li> <li>• California Clapper Rain Activity</li> <li>• Ecosystem Packet Organisms Population Community</li> <li>• Ecosystems Over Time Study Guide</li> <li>• Food Chains and Food Webs</li> <li>• Introduction to Eutrophication</li> <li>• Lesson 1 Worksheet</li> <li>• LS.10 Word search</li> <li>• Plant Response Growth Packet</li> <li>• Six Kingdoms</li> </ul> <p><b>Video:</b> <a href="#"><u>Where do animals go in the Winter</u></a></p> <p><b>Powerpoints:</b> Niches, Population Adaptation, Population Size (See in LS. 10 Folder)</p> <p><b>Gizmo:</b> <a href="#"><u>Estimating Fish Population Over Time with Human Impacts</u></a></p> <p><b>Brain Pop:</b> <b>Username: rpschools Password:</b></p>	<p><b>Interactive Achievement:</b> (Teacher-Generated Assessments for LS.10) <a href="#"><u>IA Assessment</u></a></p> <p>Also in folder, created LS. 10 Exam</p> <p><b>Gizmo:</b> <a href="#"><u>Estimating Fish Population Over Time with Human Impacts</u></a> (Use Built-In Assessment)</p> <p><b>Brain Pop:</b> <b>Username: rpschools Password: 4me2use</b> <a href="#"><u>Population Growth Over Time</u></a> (Use Built-In Assessment)</p> <p><b>Quia:</b> <a href="#"><u>End of Unit Assessment</u></a> (Rigorous)</p>
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			<p><b>4me2use</b>  <a href="#">Population Growth Over Time</a></p>	
<p><b>5 days</b></p>	<p><a href="#">LS.11b-e</a></p>	<p>Ecosystems: Human Interactions &amp; Dynamics</p>	<p><b>Lessons:</b></p> <p><b>Handouts</b> (See in LS. 11 Folder)</p> <ul style="list-style-type: none"> <li>• Acid Rain and Air Quality on EPA Website</li> <li>• Acid Rain Crossword and Discussion Questions</li> <li>• Acid Rain Reading Questions</li> <li>• Environmental Hazards Benefit Cost Outline</li> <li>• Environmental Policy Study Guide</li> <li>• Environmental Hazard Snapshot</li> <li>• Humans and the Environment with Smokey the Bear Worksheet (In Folder) and Website Activity: <a href="#">Forest Fires</a></li> <li>• Hydroelectric Plant Reading</li> <li>• It Goes Where? Septic Tank Questions</li> <li>• Schematic Drawing of a Septic Tank</li> <li>• Wasting Resources Snapshot</li> <li>• Water, Electricity, and Gas Exploration</li> </ul> <p><b>Powerpoint:</b> (See in LS. 11 Folder) Go Green</p>	<p><b>Interactive Achievement:</b> (Teacher-Generated Assessments for LS.10) <a href="#">IA Assessment</a></p> <p><b>Gizmo:</b>  <a href="#">Human Impacts on a Pond Ecosystem</a>  <a href="#">Human Impacts on a Forest Ecosystem</a> (Use Built-In Assessment)</p> <p><b>Brain Pop:</b>  <b>Username: rpschools Password: 4me2use</b>  <a href="#">Humans and the Environment</a> (Use Built-In Assessment)</p> <p><b>Quia:</b>  <a href="#">Human Impact on the Environment Test</a></p>

			<p><b>Video:</b>  <a href="#">Ted Talk on the Environment</a></p> <p><b>Gizmo:</b>  <a href="#">Human Impacts on a Pond Ecosystem</a>  <a href="#">Human Impacts on a Forest Ecosystem</a></p> <p><b>Brain Pop:</b>  <b>Username: rpschools Password: 4me2use</b>  <a href="#">Humans and the Environment</a></p>	
3 days	<a href="#">LS.6 a-b</a>	Organisms: Relationships & Energy Flow in Ecosystems	<p><b>Web Resources:</b>  <a href="#">What's for Dinner</a>  <a href="#">Grouping Biological Niches</a>  <a href="#">Food Webs in the Bay</a>  <a href="#">Food Webs and Energy Flow</a>  <a href="#">Renewable Energy Sources</a>  <a href="#">Helena Easter- Live Binder</a></p> <p><b>Brain Pop:</b>  <b>Username: rpschools Password: 4me2use</b>  <a href="#">Water Cycle</a>  <a href="#">Carbon Cycle</a>  <a href="#">Nitrogen Cycle</a>  <a href="#">Food Web</a>  <a href="#">Energy Pyramid</a></p> <p><b>Gizmo:</b>  <a href="#">Cell Energy Cycle</a>  <a href="#">Water Cycle</a>  <a href="#">Food Chain</a>  <a href="#">Pond Ecosystem</a>  <a href="#">Forest Ecosystem</a></p>	<ul style="list-style-type: none"> <li>• Student will identify a limiting factor that has affected their component of the habitat and identify this factor as abiotic or biotic.</li> <li>• Habitats vs. Niche- ask students to define the terms habitat and niche. What do you think your habitat or niche is. Explain the main differences and similarities of the two terms. Stress that a niche is much like an occupation, or the organism's role, while the habitat is its home.</li> <li>• Each student should select a specific species and conduct library research about how change in their local climate might affect their selected animal</li> <li>• Performance-based tasks</li> <li>• Teacher observation of students engaged in cooperative learning</li> </ul>

			<p><a href="#">Prairie Ecosystem</a></p> <p><b>Videos:</b> United Streaming</p> <ul style="list-style-type: none"> <li>• Video Title: <a href="#">The Water Cycle</a></li> <li>• Video Title: <a href="#">Elements of Biology: Ecosystems: Organisms and Their Environment</a></li> <li>• Video Title: <a href="#">Food Chains</a></li> <li>• Video Title: <a href="#">Biology: The Science of Life: Ecology: Organisms in Their Environment</a></li> <li>• Video Title: <a href="#">Food Chains and Webs</a></li> </ul> <p><b>Trade Books:</b></p> <ul style="list-style-type: none"> <li>• <i>Drip! Drop!: How Water Gets to Your Tap</i> by Barbara Seuling</li> <li>• <i>Eco-Tracking: On the Trail of Habitat Change (Worlds of Wonder)</i> by Daniel Shaw</li> <li>• <i>Eat Fresh Food: Awesome recipes for Teen Chefs</i> by Rozanne Gold</li> <li>• <i>How to Clean a Hippopotamus: A look at Unusual Animal Partnerships</i> by Steve Jenkins and Robin Page</li> <li>• <i>Making Good Choices About Non Renewable Resources (Green Matters)</i> by Paula Johanson</li> <li>• <i>An Overcrowded World? Our Impact on the Planet (21st Century Debates)</i> by Rob Bowden</li> <li>• <i>Weird Meat-Eating Plants (Bizarre Science)</i> by Nathan</li> </ul>	<p>investigations</p> <ul style="list-style-type: none"> <li>• KWL</li> <li>• Class created science rubrics</li> <li>• Science notebooks</li> <li>• Informal assessment through observation of students' participating in hands-on activities</li> <li>• Use of vocabulary in the classroom discussions.</li> </ul>
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			Aaseng <b>Lessons:</b> <ul style="list-style-type: none"><li>• <a href="#">Ecosystem Web Organizer</a></li><li>• <a href="#">Interpreting a Food Web</a></li><li>• <a href="#">Environment, Energy Flow and Cycles</a></li><li>• <a href="#">Ecosystems and Biomes</a></li><li>• <a href="#">Ecology</a></li></ul> <a href="#">Ecology Unit Plan</a>	
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**Course Title/ Course #: Life Science**

# Science Standards of Learning Curriculum Framework 2010



## Life Science

Board of Education  
Commonwealth of Virginia

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by the

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The 2010 *Science Curriculum Framework* can be found in PDF and Microsoft Word file formats on the Virginia Department of Education's Web site at <http://www.doe.virginia.gov>.

## Virginia Science Standards of Learning Curriculum Framework 2010 Introduction

The *Science Standards of Learning Curriculum Framework* amplifies the *Science Standards of Learning for Virginia Public Schools* and defines the content knowledge, skills, and understandings that are measured by the Standards of Learning tests. The Science Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers as they plan their lessons by identifying essential understandings and defining the essential content knowledge, skills, and processes students need to master. This supplemental framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn.

School divisions should use the *Science Curriculum Framework* as a resource for developing sound curricular and instructional programs. This framework should not limit the scope of instructional programs. Additional knowledge and skills that can enrich instruction and enhance students' understanding of the content identified in the Standards of Learning should be included as part of quality learning experiences.

The Curriculum Framework serves as a guide for Standards of Learning assessment development. Assessment items may not and should not be a verbatim reflection of the information presented in the Curriculum Framework. Students are expected to continue to apply knowledge and skills from Standards of Learning presented in previous grades as they build scientific expertise.

The Board of Education recognizes that school divisions will adopt a K–12 instructional sequence that best serves their students. The design of the Standards of Learning assessment program, however, requires that all Virginia school divisions prepare students to demonstrate achievement of the standards for elementary and middle school by the time they complete the grade levels tested. The high school end-of-course Standards of Learning tests, for which students may earn verified units of credit, are administered in a locally determined sequence.

Each topic in the *Science Standards of Learning Curriculum Framework* is developed around the Standards of Learning. The format of the Curriculum Framework facilitates teacher planning by identifying the key concepts, knowledge and skills that should be the focus of instruction for each standard. The Curriculum Framework is divided into two columns: Understanding the Standard (K-5); Essential Understandings (middle and high school); and Essential Knowledge, Skills, and Processes. The purpose of each column is explained below.

### *Understanding the Standard (K-5)*

This section includes background information for the teacher. It contains content that may extend the teachers' knowledge of the standard beyond the current grade level. This section may also contain suggestions and resources that will help teachers plan instruction focusing on the standard.

### *Essential Understandings (middle and high school)*

This section delineates the key concepts, ideas and scientific relationships that all students should grasp to demonstrate an understanding of the Standards of Learning.

### *Essential Knowledge, Skills and Processes (K-12)*

Each standard is expanded in the Essential Knowledge, Skills, and Processes column. What each student should know and be able to do in each standard is outlined. This is not meant to be an exhaustive list nor a list that limits what is taught in the classroom. It is meant to be the key knowledge and skills that define the standard.

## Standard LS.1

- LS.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which
- a) data are organized into tables showing repeated trials and means;
  - b) a classification system is developed based on multiple attributes;
  - c) triple beam and electronic balances, thermometers, metric rulers, graduated cylinders, and probeware are used to gather data;
  - d) models and simulations are constructed and used to illustrate and explain phenomena;
  - e) sources of experimental error are identified;
  - f) dependent variables, independent variables, and constants are identified;
  - g) variables are controlled to test hypotheses and trials are repeated;
  - h) data are organized, communicated through graphical representation, interpreted, and used to make predictions;
  - i) patterns are identified in data and are interpreted and evaluated; and
  - j) current applications are used to reinforce life science concepts.

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### Overview

The skills described in standard LS.1 are intended to define the “investigate” component of all of the other Life Science standards (LS.2–LS.14). The intent of standard LS.1 is that students will continue to develop a range of inquiry skills and achieve proficiency with those skills in the context of the concepts developed in the Life Science course. This does not preclude explicit instruction on a particular inquiry skill or skills, but standard LS.1 does not require a discrete unit on scientific investigation. It is also intended that by developing these skills, students will achieve greater understanding of scientific inquiry and the nature of science, as well as more fully grasp the content-related concepts. Models, simulations and current applications should be used throughout the course in order to learn and reinforce science concepts.

Across the grade levels, kindergarten through high school, the skills in the first standards form a nearly continuous sequence. It is very important that the Life Science teacher be familiar with the skills in the sequence leading up to standard LS.1 (6.1, 5.1, 4.1).

## Standard LS.1

<p>LS.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which</p> <ol style="list-style-type: none"> <li>data are organized into tables showing repeated trials and means;</li> <li>a classification system is developed based on multiple attributes;</li> <li>triple beam and electronic balances, thermometers, metric rulers, graduated cylinders, and probeware are used to gather data;</li> <li>models and simulations are constructed and used to illustrate and explain phenomena;</li> <li>sources of experimental error are identified;</li> <li>dependent variables, independent variables, and constants are identified;</li> <li>variables are controlled to test hypotheses and trials are repeated;</li> <li>data are organized, communicated through graphical representation, interpreted, and used to make predictions;</li> <li>patterns are identified in data and are interpreted and evaluated; and</li> <li>current applications are used to reinforce life science concepts.</li> </ol>	
<p style="text-align: center;"><b>Essential Understandings</b></p>	<p style="text-align: center;"><b>Essential Knowledge, Skills, and Processes</b></p>
<p>The concepts developed in this standard include the following:</p> <ul style="list-style-type: none"> <li>The nature of science refers to the foundational concepts that govern the way scientists formulate explanations about the natural world. The nature of science includes the following concepts             <ol style="list-style-type: none"> <li>the natural world is understandable;</li> <li>science is based on evidence - both observational and experimental;</li> <li>science is a blend of logic and innovation;</li> <li>scientific ideas are durable yet subject to change as new data are collected;</li> <li>science is a complex social endeavor; and</li> <li>scientists try to remain objective and engage in peer review to help avoid bias.</li> </ol> </li> <li>Expected results are reflected in the organization of a data table, which includes areas to record the number of repeated trials, levels of the independent variable, measured results for the dependent variable, and analysis of the results by calculation of mathematical means.</li> <li>Scientists create and apply classification systems to organize information and discern patterns.</li> </ul>	<p>In order to meet this standard, it is expected that students will</p> <ul style="list-style-type: none"> <li>make connections between the components of the nature of science and their investigations and the greater body of scientific knowledge and research.</li> <li>design a data table to organize all components of an investigation in a meaningful way.</li> <li>develop and use a classification system that uses numerous attributes to organize information and discern patterns.</li> <li>select and use appropriate tools and techniques for collecting qualitative and quantitative data in classroom and field investigations.</li> <li>create and use mental and physical models (including simulations) as ways to visualize explanations of ideas and phenomena.</li> <li>identify potential sources of error in the design of an experiment.</li> <li>evaluate the design of an experiment and the events that occur during an investigation to determine which factors may affect the results of the experiment. This requires students to examine the experimental procedure and decide where or if they have made mistakes.</li> <li>identify what is deliberately changed in the experiment and what is to be measured as the dependent variable.</li> </ul>

## Standard LS.1

<p>LS.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which</p> <ol style="list-style-type: none"> <li>data are organized into tables showing repeated trials and means;</li> <li>a classification system is developed based on multiple attributes;</li> <li>triple beam and electronic balances, thermometers, metric rulers, graduated cylinders, and probeware are used to gather data;</li> <li>models and simulations are constructed and used to illustrate and explain phenomena;</li> <li>sources of experimental error are identified;</li> <li>dependent variables, independent variables, and constants are identified;</li> <li>variables are controlled to test hypotheses and trials are repeated;</li> <li>data are organized, communicated through graphical representation, interpreted, and used to make predictions;</li> <li>patterns are identified in data and are interpreted and evaluated; and</li> <li>current applications are used to reinforce life science concepts.</li> </ol>	
<p style="text-align: center;"><b>Essential Understandings</b></p>	<p style="text-align: center;"><b>Essential Knowledge, Skills, and Processes</b></p>
<ul style="list-style-type: none"> <li>• Appropriate tools and techniques are used to gather data during scientific investigations. Measurements are collected using the International System of Units (metric units) of measurement.</li> <li>• Mental and physical models, including computer and other simulations, can be helpful in explaining events or sequences of events that occur. They can be used as part of scientific explanations to support data or represent phenomena, especially those that are not easily seen directly or must be inferred from data.</li> <li>• Potential sources of error in the experimental design must be identified.</li> <li>• To communicate the plan of an experiment accurately, the independent variable, dependent variable, and constants must be explicitly defined.</li> <li>• To establish that the events of an experiment are the result of manipulating the independent variable, the experiment must be controlled by observing the effects without the application of the independent variable. The results can be compared with this standard or control. Not all experiments have a control.</li> <li>• Multiple trials of an experiment must be conducted to verify the results.</li> <li>• Analysis of observed results of systematic investigations includes</li> </ul>	<ul style="list-style-type: none"> <li>• analyze the variables in an experiment and decide which ones must be held constant (not allowed to change) in order for the investigation to represent a fair test. This requires students to comprehend what “variables” are and to apply that idea in new situations related to the <i>Life Science Standards of Learning</i> concepts.</li> <li>• determine the specific component of an experiment to be changed as an independent variable and control the experiment by conducting trials for the experiment in which the independent variable is not applied. This requires the student to set up a standard to which the experimental results can be compared. The student must use the results of the controlled trials to determine whether the hypothesized results were indeed due to the independent variable.</li> <li>• construct appropriate graphs, using data sets from investigations. This requires the student to recognize that a line graph is most appropriate for reporting continuous or real-time data. This also requires a student to comprehend that points along the line that are not actual data points can be used to make predictions. Students should be able to interpret and analyze these graphs.</li> <li>• distinguish between observational and experimental investigations.</li> <li>• develop conclusions based on a data set and verify whether the data set truly supports the conclusion. This requires students to cite references to the data that specifically support their conclusions.</li> </ul>

## Standard LS.1

<p>LS.1</p>	<p>The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which</p> <ol style="list-style-type: none"> <li>a) data are organized into tables showing repeated trials and means;</li> <li>b) a classification system is developed based on multiple attributes;</li> <li>c) triple beam and electronic balances, thermometers, metric rulers, graduated cylinders, and probeware are used to gather data;</li> <li>d) models and simulations are constructed and used to illustrate and explain phenomena;</li> <li>e) sources of experimental error are identified;</li> <li>f) dependent variables, independent variables, and constants are identified;</li> <li>g) variables are controlled to test hypotheses and trials are repeated;</li> <li>h) data are organized, communicated through graphical representation, interpreted, and used to make predictions;</li> <li>i) patterns are identified in data and are interpreted and evaluated; and</li> <li>j) current applications are used to reinforce life science concepts.</li> </ol>
<p><b>Essential Understandings</b></p>	<p><b>Essential Knowledge, Skills, and Processes</b></p>
<p>construction and interpretation of graphs. Such interpretation can be used to make predictions about the behavior of the dependent variable in other situations and to explore potential sources of error in the experiment. This analysis can be used to support conclusions about the results of the investigation.</p> <ul style="list-style-type: none"> <li>• Investigations can be classified as observational (descriptive) studies (intended to generate hypotheses), or experimental studies (intended to test hypotheses).</li> <li>• Science concepts are applied through observations and connections with everyday life and technology.</li> </ul>	

## Standard LS.2

- LS.2 The student will investigate and understand that all living things are composed of cells. Key concepts include
- a) cell structure and organelles;
  - b) similarities and differences between plant and animal cells;
  - c) development of cell theory; and
  - d) cell division.

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### Overview

This standard builds on the general concept in science standard 5.5 that states that living things are made of cells. The emphasis here is on the concept that cells are the unit of structure and function of living things and on the concept of subcellular components, or organelles, each with a particular structure and function. The historical contributions of many scientists to the establishment of the cell theory are also important for students to understand. This standard also introduces students to the concept of cell division. It is intended that students will actively develop scientific investigation, reasoning, and logic skills, and the nature of science (LS.1) in the context of the key concepts presented in this standard.

## Standard LS.2

<p>LS.2 The student will investigate and understand that all living things are composed of cells. Key concepts include</p> <ul style="list-style-type: none"> <li>a) cell structure and organelles;</li> <li>b) similarities and differences between plant and animal cells;</li> <li>c) development of cell theory; and</li> <li>d) cell division.</li> </ul>	
Essential Understandings	Essential Knowledge, Skills, and Processes
<p>The concepts developed in this standard include the following:</p> <ul style="list-style-type: none"> <li>• The structure of a cell organelle is suited to the function carried out by that organelle. Division of labor within a cell is essential to the overall successful function of the cell.</li> <li>• Similarities and differences in plants and animals are evident at the cellular level. Plant and animal cells contain some of the same organelles and some that differ.</li> <li>• Cell theory includes the following components: all living things are composed of cells; cells are the smallest unit (structure) of living things that can perform the processes (functions) necessary for life; and living cells come only from other living cells. †</li> <li>• The development of cell theory can be attributed to the major discoveries of many notable scientists. The development of cell theory has been dependent upon improvements in the microscope technologies and microscopic techniques throughout the last four centuries. †</li> <li>• Continuing advances in microscopes and instrumentation have increased the understanding of cell organelles and their functions. Many of these organelles can now be observed with a microscope (light, electron).</li> <li>• Cells go through a life cycle known as the cell cycle. The phases of the cell cycle are interphase, mitosis, and cytokinesis. (Although it is appropriate for students at this level to learn to recognize the stages of the cell cycle and mitosis, an exploration of the individual stages of meiosis may be reserved for high school Biology.)</li> <li>• The purpose of mitosis is to produce new cells for growth and repair that are identical to the parent cell. The purpose of meiosis is to produce reproductive (sex) cells that carry half the genetic material of the parent.</li> </ul>	<p>In order to meet this standard, it is expected that students will</p> <ul style="list-style-type: none"> <li>• distinguish among the following: cell membrane, cytoplasm, nucleus, cell wall, vacuole, mitochondrion, endoplasmic reticulum, and chloroplast.</li> <li>• correlate the structures of cell organelles with their functions.</li> <li>• compare and contrast examples of plant and animal cells, using the light microscope and images obtained from other microscopes.</li> <li>• describe and sequence the major points in the development of the cell theory.</li> <li>• identify the three components of the cell theory. †</li> <li>• sequence the steps in the cell cycle, including the phases of mitosis.</li> <li>• differentiate between the purpose of mitosis and meiosis.</li> <li>• design an investigation from a testable question related to animal and plant cells. The investigation may be a complete experimental design or may focus on systematic observation, description, measurement, and/or data collection and analysis. An example of such a question is: “Do onion cells vary in shape or structure depending on where they are found in the plant?”</li> </ul> <p style="text-align: right;">†Revised June 2013</p>

## Standard LS.3

- LS.3 The student will investigate and understand that living things show patterns of cellular organization. Key concepts include
- a) cells, tissues, organs, and systems; and
  - b) patterns of cellular organization and their relationship to life processes in living things.

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### Overview

This standard emphasizes the fact that among living organisms, there is a universality of the functions that maintain life. This standard continues to build upon students' knowledge of these functions and introduces students to the process of cellular transport. With the exception of the structures associated with plant reproduction, which are highlighted in 4.4, this is the students' introduction to the specific structures of plants and animals that enable them to perform life functions. Students are introduced to the concepts of unicellular and multicellular organisms and division of labor. This standard is not intended to require student understanding of the details of human body systems. It is intended that students will actively develop scientific investigation, reasoning, and logic skills, and the nature of science (LS.1) in the context of the key concepts presented in this standard.

## Standard LS.3

<p>LS.3 The student will investigate and understand that living things show patterns of cellular organization. Key concepts include</p> <p>a) cells, tissues, organs, and systems; and</p> <p>b) patterns of cellular organization and their relationship to life processes in living things.</p>	
<p style="text-align: center;"><b>Essential Understandings</b></p>	<p style="text-align: center;"><b>Essential Knowledge, Skills, and Processes</b></p>
<p>The concepts developed in this standard include the following:</p> <ul style="list-style-type: none"> <li>• Cells that have the same function group together to form tissues. Tissues that have the same function group together to form organs. Organs with similar functions group to work together in an organ system.</li> <li>• Unicellular organisms are made of only one cell. Multicellular organisms are made of many cells.</li> <li>• Multicellular organisms exhibit a hierarchy of cellular organization. They are complex in that there is a division of labor among the levels of this hierarchy for carrying out necessary life processes.</li> <li>• Cells perform numerous functions and processes including cellular respiration, waste breakdown and removal, growth and division, and cellular transport.</li> <li>• Osmosis is the passive transport of water molecules across a cell membrane. Diffusion is the passive transport of substances other than water across a cell membrane. Cell membranes are selectively permeable to various substances. (A discussion of facilitated diffusion, tonicity, and active transport should be reserved for high school Biology.)</li> <li>• Living things carry out life processes including ingestion, digestion and removal of waste, stimulus response, growth and repair, gas exchange, and reproduction.</li> <li>• Numerous factors can strongly influence the life processes of organisms.</li> </ul>	<p>In order to meet this standard, it is expected that students will</p> <ul style="list-style-type: none"> <li>• explain the relationship among cells, tissue, organs, and organ systems.</li> <li>• differentiate between unicellular organisms and multicellular organisms and name common examples of each.</li> <li>• compare and contrast how unicellular and multicellular organisms perform various life functions. This includes the application of knowledge about systems in organisms.</li> <li>• explain the role that each life function serves for an organism: ingestion, digestion and removal of waste, stimulus response, growth and repair, gas exchange, and reproduction.</li> <li>• explain that there is a specific range or continuum of conditions that will meet the needs of organisms.</li> <li>• model how materials move into and out of cells in the processes of osmosis, diffusion, and selective permeability. This includes creating and interpreting three-dimensional models and/or illustrations demonstrating the processes involved. Students should be able to analyze the components of these models and diagrams and communicate their observations and conclusions.</li> <li>• create plausible hypotheses about the effects that changes in available materials might have on particular life processes in plants and in animals.</li> <li>• conduct basic investigations related to understanding cellular organization, with emphasis on observations of cells and tissue. This investigation should focus on the skills developed in LS.1.</li> </ul>

## Standard LS.4

- LS.4 The student will investigate and understand how organisms can be classified. Key concepts include
- the distinguishing characteristics of domains of organisms;
  - the distinguishing characteristics of kingdoms of organisms;
  - the distinguishing characteristics of major animal phyla and plant divisions; and
  - the characteristics that define a species.

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### Overview

Classifying and grouping is a key inquiry skill, as described in the K–12 “Investigate and Understand” section of the Introduction to the *Science Standards of Learning*. Classifying is an important skill in the K–6 “Scientific Investigation, Reasoning and Logic” strand. The use of a classification key is introduced in 5.1.

This standard focuses on students practicing classification skills within a hierarchical biological classification system. This is accomplished by analyzing similarities and differences between the structures and functions of organisms. Students should understand that scientists use classification as a tool to organize information about organisms and to gain information about related organisms. This standard does not require a detailed survey of each domain, kingdom or phylum, but rather a general overview of how organisms are grouped and a focus on a few key groups. It is intended that students will actively develop scientific investigation, reasoning, and logic skills, and the nature of science (LS.1) in the context of the key concepts presented in this standard.

## Standard LS.4

<p>LS.4 The student will investigate and understand how organisms can be classified. Key concepts include</p> <ol style="list-style-type: none"> <li>the distinguishing characteristics of domains of organisms;</li> <li>the distinguishing characteristics of kingdoms of organisms;</li> <li>the distinguishing characteristics of major animal phyla and plant divisions; and</li> <li>the characteristics that define a species.</li> </ol>	
<p style="text-align: center;"><b>Essential Understandings</b></p>	<p style="text-align: center;"><b>Essential Knowledge, Skills, and Processes</b></p>
<p>The concepts developed in this standard include the following:</p> <ul style="list-style-type: none"> <li>Information about physical features and activities is arranged in a hierarchy of increasing specificity. The levels in the accepted hierarchy include domain, kingdom, phylum, class, order, family, genus and species.</li> <li>Current classification systems now generally recognize the categorization of organisms into three domains, Archaea, Bacteria and Eukarya.</li> <li>As living things are constantly being investigated, new attributes (physical and chemical) are revealed that affect how organisms are placed in a standard classification system. This system is the basis for scientific binomial nomenclature.</li> <li>Any grouping of organisms into domains or kingdoms is based on several factors, including the presence or absence of cellular structures, such as the nucleus, mitochondria, or a cell wall; whether the organisms exist as single cells or are multicellular; and how the organisms get their food. For example, simple, single-celled organisms that are able to survive in extreme environments are believed to be fundamentally different from other organisms and may be classified in their own domain (Archaea). Four different kingdoms of the Eukarya domain of organisms are generally recognized by scientists today (Protista, Fungi, Plants, and Animals).</li> <li>Some important animal groups (phyla) are the cnidarians, mollusks, annelids, arthropods, echinoderms, and chordates.</li> <li>Four important plant groups (divisions) are the mosses, ferns, conifers, and flowering plants.</li> <li>A group of similar-looking organisms that can interbreed under natural</li> </ul>	<p>In order to meet this standard, it is expected that students will</p> <ul style="list-style-type: none"> <li>classify organisms based on a comparison of key physical features and activities.</li> <li>arrange organisms in a hierarchy according to similarities and differences in features.</li> <li>categorize examples of organisms as representative of the three domains (Archaea, Bacteria and Eukarya) and recognize that the number of domains is subject to change as new data are collected.</li> <li>categorize examples of organisms as representative of the kingdoms and recognize that the number of kingdoms is subject to change as new data are collected.</li> <li>recognize examples of major animal phyla.</li> <li>recognize examples of major plant divisions.</li> <li>recognize scientific names as part of a binomial nomenclature.</li> </ul>

## Standard LS.4

LS.4	The student will investigate and understand how organisms can be classified. Key concepts include	
	a) the distinguishing characteristics of domains of organisms;	
	b) the distinguishing characteristics of kingdoms of organisms;	
	c) the distinguishing characteristics of major animal phyla and plant divisions; and	
	d) the characteristics that define a species.	
	<b>Essential Understandings</b>	<b>Essential Knowledge, Skills, and Processes</b>
	conditions and produce offspring that are capable of reproduction defines a species.	

## Standard LS.5

- LS.5 The student will investigate and understand the basic physical and chemical processes of photosynthesis and its importance to plant and animal life. Key concepts include
- a) energy transfer between sunlight and chlorophyll;
  - b) transformation of water and carbon dioxide into sugar and oxygen; and
  - c) photosynthesis as the foundation of virtually all food webs.

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### Overview

Students learn in 4.4 that photosynthesis is a basic life process of plants requiring chlorophyll and carbon dioxide. This standard pulls these ideas together to demonstrate the complexity and importance of photosynthesis. Energy enters food webs through photosynthesis and is then transferred throughout the food web. It is crucial that students understand the importance of plants (and other photosynthesizing organisms) in this role of providing energy to all other living things. It is intended that students will actively develop scientific investigation, reasoning, and logic skills, and the nature of science (LS.1) in the context of the key concepts presented in this standard.

## Standard LS.5

<p>LS.5 The student will investigate and understand the basic physical and chemical processes of photosynthesis and its importance to plant and animal life. Key concepts include</p> <ol style="list-style-type: none"> <li>energy transfer between sunlight and chlorophyll;</li> <li>transformation of water and carbon dioxide into sugar and oxygen; and</li> <li>photosynthesis as the foundation of virtually all food webs.</li> </ol>	
<p style="text-align: center;"><b>Essential Understandings</b></p>	<p style="text-align: center;"><b>Essential Knowledge, Skills, and Processes</b></p>
<p>The concepts developed in this standard include the following:</p> <ul style="list-style-type: none"> <li>• Chlorophyll is a chemical in chloroplasts that can absorb or trap light energy.</li> <li>• Photosynthesis is the necessary life process that transforms light energy into chemical energy. It involves a series of chemical reactions in which the light energy is used to change raw materials (carbon dioxide and water) into products (sugar and oxygen). The energy is stored in the chemical bonds of the glucose (sugar) molecules.</li> <li>• Plants perform cellular respiration as well as photosynthesis.</li> <li>• Plants convert the sugars they produce into other raw materials that are used by plants and animals for growth, repair, and energy needs.</li> <li>• Energy is a basic need of all living things. Photosynthesizing organisms obtain their energy from the sun and are often called producers because of their ability to produce glucose (sugar).</li> <li>• Photosynthesizing organisms are the foundation of virtually all food webs.</li> </ul>	<p>In order to meet this standard, it is expected that students will</p> <ul style="list-style-type: none"> <li>• describe the process of photosynthesis in terms of raw materials and products generated.</li> <li>• identify and describe the cellular organelles involved in the process of photosynthesis.</li> <li>• explain how organisms utilize the energy stored from the products of photosynthesis.</li> <li>• compare and contrast the processes of photosynthesis and cellular respiration.</li> <li>• relate the importance of photosynthesis to the role of producers as the foundation of food webs.</li> <li>• design an investigation from a testable question related to photosynthesis. The investigation may be a complete experimental design or may focus on systematic observation, description, measurement, and/or data collection and analysis.</li> </ul>

## Standard LS.6

- LS.6 The student will investigate and understand that organisms within an ecosystem are dependent on one another and on nonliving components of the environment. Key concepts include
- the carbon, water, and nitrogen cycles;
  - interactions resulting in a flow of energy and matter throughout the system;
  - complex relationships within terrestrial, freshwater, and marine ecosystems; and
  - energy flow in food webs and energy pyramids.

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### Overview

This standard explores the application of the concept of interdependence between organisms and their physical environment. This concept is covered thoroughly in the K–6 standards of the Living Systems strand. The K–6 standards include the concept of interdependence (2.5); relationships in aquatic and terrestrial food chains, trophic levels, food webs, food pyramids, and cycles (3.5 and 4.5); and interactions between the living and nonliving components of an ecosystem (4.5). Terminology used in previous standards includes producer, consumer, decomposer, herbivore, omnivore, carnivore (3.5), and niche (4.5). It is intended that students will actively develop scientific investigation, reasoning, and logic skills, and the nature of science (LS.1) in the context of the key concepts presented in this standard.

## Standard LS.6

<p>LS.6 The student will investigate and understand that organisms within an ecosystem are dependent on one another and on nonliving components of the environment. Key concepts include</p> <ol style="list-style-type: none"> <li>the carbon, water, and nitrogen cycles;</li> <li>interactions resulting in a flow of energy and matter throughout the system;</li> <li>complex relationships within terrestrial, freshwater, and marine ecosystems; and</li> <li>energy flow in food webs and energy pyramids.</li> </ol>	
<p style="text-align: center;"><b>Essential Understandings</b></p>	<p style="text-align: center;"><b>Essential Knowledge, Skills, and Processes</b></p>
<p>The concepts developed in this standard include the following:</p> <ul style="list-style-type: none"> <li>Many important elements and compounds cycle through the living and nonliving components of the environment as a chain of events that continuously repeats.</li> <li>Materials are recycled and made available through the action of decomposers.</li> <li>In order to understand how an ecosystem functions, one must understand the concept of a system and be able to envision models of systems.</li> <li>To analyze the interactions resulting in a flow of energy and matter throughout the ecosystem, one must identify the elements of the system and interpret how energy and matter are used by each organism.</li> <li>Energy enters an ecosystem through the process of photosynthesis and is passed through the system as one organism eats and is, in turn, eaten. This energy flow can be modeled through relationships expressed in food webs.</li> <li>The amount of energy available to each successive trophic level (producer, first-order consumer, second-order consumer, third-order consumer) decreases. This can be modeled through an energy pyramid, in which the producers provide the broad base that supports the other interactions in the system.</li> </ul>	<p>In order to meet this standard, it is expected that students will</p> <ul style="list-style-type: none"> <li>differentiate among key processes in the water, carbon, and nitrogen cycles and relate how organisms, from bacteria and fungi to third-order consumers, function in these cycles.</li> <li>observe and identify common organisms in ecosystems and collect, record, and chart data concerning the interactions of these organisms (from observations and print and electronic resources).</li> <li>classify organisms found in local ecosystems as producers or first-, second-, or third-order consumers. Design and construct models of food webs with these organisms.</li> <li>observe local ecosystems and identify, measure, and classify the living and nonliving components.</li> <li>identify examples of interdependence in terrestrial, freshwater, and marine ecosystems.</li> <li>determine the relationship between a population's position in a food web and its size.</li> <li>apply the concepts of food chains, food webs, and energy pyramids to analyze how energy and matter flow through an ecosystem.</li> <li>design an investigation from a testable question related to food webs. The investigation may be a complete experimental design or may focus on systematic observation, description, measurement, and/or data collection and analysis.</li> <li>analyze and critique the experimental design of basic investigations related to food webs.</li> </ul>

## Standard LS.7

- LS.7 The student will investigate and understand that interactions exist among members of a population. Key concepts include
- a) competition, cooperation, social hierarchy, territorial imperative; and
  - b) influence of behavior on a population.

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### Overview

This standard applies the concept that each organism exists as a member of a population and interacts with other members of that population in a variety of ways. The term population is introduced in standard 3.6 (“Living Systems” strand). Individuals of a population demonstrate various behavioral adaptations (competition, cooperation, establishment of a social hierarchy, territorial imperative), which allow the population to survive. It is intended that students will actively develop scientific investigation, reasoning, and logic skills, and the nature of science (LS.1) in the context of the key concepts presented in this standard.

## Standard LS.7

<p>LS.7 The student will investigate and understand that interactions exist among members of a population. Key concepts include</p> <ol style="list-style-type: none"> <li>competition, cooperation, social hierarchy, territorial imperative; and</li> <li>influence of behavior on a population.</li> </ol>	
<p style="text-align: center;"><b>Essential Understandings</b></p>	<p style="text-align: center;"><b>Essential Knowledge, Skills, and Processes</b></p>
<p>The concepts developed in this standard include the following:</p> <ul style="list-style-type: none"> <li>Individual members of a population interact with each other. These interactions include competing with each other for basic resources, mates, territory, and cooperating with each other to meet basic needs.</li> <li>The establishment of a social order in a population may ensure that labor and resources are adequately shared.</li> <li>The establishment of a territory ensures that members of a population have adequate habitat to provide for basic resources.</li> <li>Individual behaviors and group behaviors can influence a population.</li> <li>Animals exhibit needs for food, water, gases, shelter and space for which they compete. These needs may often be met in a range of conditions. Too much may be as harmful as too little (e.g., too much food or too little water).</li> </ul>	<p>In order to meet this standard, it is expected that students will</p> <ul style="list-style-type: none"> <li>differentiate between the needs of the individual and the needs of a population.</li> <li>interpret, analyze, and evaluate data from systematic studies and experiments concerning the interactions among members of a population.</li> <li>determine the relationship between a population’s position in a food web and the types of interactions seen among the individuals of the population.</li> <li>observe and identify populations in ecosystems and collect, record, chart, and interpret data concerning the interactions of these organisms (from observations and print and electronic resources).</li> <li>categorize behaviors as examples of competition, cooperation, social hierarchy, or territorial imperative.</li> </ul>

## Standard LS.8

- LS.8 The student will investigate and understand interactions among populations in a biological community. Key concepts include
- a) the relationships among producers, consumers, and decomposers in food webs;
  - b) the relationship between predators and prey;
  - c) competition and cooperation;
  - d) symbiotic relationships; and
  - e) niches.

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### Overview

Life Science standard LS.8 applies the concept of interactions between populations of different species. This standard extends the concepts of prior K–6 standards, including those concerning producers, consumers, and decomposers (3.5); predator and prey (3.6); and niches (4.5). This standard introduces the concept of symbiosis and focuses on the symbiotic relationship between parasite and host. It is intended that students will actively develop scientific investigation, reasoning, and logic skills, and the nature of science (LS.1) in the context of the key concepts presented in this standard.

## Standard LS.8

<p>LS.8 The student will investigate and understand interactions among populations in a biological community. Key concepts include</p> <ol style="list-style-type: none"> <li>the relationships among producers, consumers, and decomposers in food webs;</li> <li>the relationship between predators and prey;</li> <li>competition and cooperation;</li> <li>symbiotic relationships; and</li> <li>niches.</li> </ol>	
<p style="text-align: center;"><b>Essential Understandings</b></p>	<p style="text-align: center;"><b>Essential Knowledge, Skills, and Processes</b></p>
<p>The concepts developed in this standard include the following:</p> <ul style="list-style-type: none"> <li>Organisms or populations that rely on each other for basic needs form interdependent communities.</li> <li>Energy resources of a community are shared through the interactions of producers, consumers, and decomposers.</li> <li>The interaction between a consumer that hunts for another consumer for food is the predator-prey relationship.</li> <li>In a community, populations interact with other populations by exhibiting a variety of behaviors that aid in the survival of the population.</li> <li>Organisms may exist as members of a population; populations interact with other populations in a community.</li> <li>Populations of one species may compete with populations of other species for resources. Populations of one species may also cooperate with populations of other species for resources.</li> <li>A symbiotic relationship may exist between two or more organisms of different species when they live and work together.</li> <li>Symbiotic relationships include mutualism (in which both organisms benefit), commensalism (in which one organism benefits and the other is unaffected), and parasitism (in which one organism benefits and the other is harmed).</li> <li>Each organism fills a specific role or niche in its community.</li> </ul>	<p>In order to meet this standard, it is expected that students will</p> <ul style="list-style-type: none"> <li>identify the populations of producers, consumers, and decomposers and describe the roles they play in their communities.</li> <li>interpret, analyze, and evaluate data from systematic studies and experiments concerning the interactions of populations in an ecosystem.</li> <li>predict the effect of population changes on the food web of a community.</li> <li>generate predictions based on graphically represented data of predator-prey populations.</li> <li>generate predictions based on graphically represented data of competition and cooperation between populations.</li> <li>differentiate between the types of symbiosis and explain examples of each.</li> <li>infer the niche of organisms from their physical characteristics.</li> <li>design an investigation from a testable question related to interactions among populations. The investigation may be a complete experimental design or may focus on systematic observation, description, measurement, and/or data collection and analysis.</li> </ul>

## Standard LS.9

- LS.9 The student will investigate and understand how organisms adapt to biotic and abiotic factors in an ecosystem. Key concepts include
- a) differences between ecosystems and biomes;
  - b) characteristics of land, marine, and freshwater ecosystems; and
  - c) adaptations that enable organisms to survive within a specific ecosystem.

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### Overview

In standard LS.9, students explore the scheme of Earth as a group of living systems. Students are asked to distinguish between ecosystems and biomes. The teacher should be aware that in previous standards, students have explored environments as discrete units or have examined individual components. In standard 3.6 students are introduced to the concept of water environments (pond, marshland, swamp, stream, river, and ocean) and land environments (desert, grassland, rainforest, and forest). It is intended that students will actively develop scientific investigation, reasoning, and logic skills, and the nature of science (LS.1) in the context of the key concepts presented in this standard.

## Standard LS.9

<p>LS.9 The student will investigate and understand how organisms adapt to biotic and abiotic factors in an ecosystem. Key concepts include</p> <ol style="list-style-type: none"> <li>differences between ecosystems and biomes;</li> <li>characteristics of land, marine, and freshwater ecosystems; and</li> <li>adaptations that enable organisms to survive within a specific ecosystem.</li> </ol>	
<p style="text-align: center;"><b>Essential Understandings</b></p>	<p style="text-align: center;"><b>Essential Knowledge, Skills, and Processes</b></p>
<p>The concepts developed in this standard include the following:</p> <ul style="list-style-type: none"> <li>The living organisms within a specific area and their physical environment define an ecosystem.</li> <li>Characteristics of land, marine, and freshwater ecosystems vary with respect to biotic and abiotic factors.</li> <li>The major terrestrial ecosystems are classified into units called biomes — large regions characterized by certain conditions, including a range of climate and ecological communities adapted to those conditions.</li> <li>Organisms have specific structures, functions, and behaviors that enable them to survive the biotic and abiotic conditions of the particular ecosystem in which they live.</li> <li>Organisms possess adaptations to both biotic and abiotic factors in their ecosystem that increase their chance of survival.</li> </ul>	<p>In order to meet this standard, it is expected that students will</p> <ul style="list-style-type: none"> <li>differentiate between ecosystems and biomes.</li> <li>recognize and give examples of major biomes: desert, forest, grassland, and tundra.</li> <li>compare and contrast the biotic and abiotic characteristics of land, marine, and freshwater ecosystems.</li> <li>analyze and describe how specific adaptations enable organisms to survive in a particular ecosystem.</li> <li>design an investigation from a testable question related to how specific adaptations of organisms allow them to survive in the presence of the biotic and abiotic factors in an ecosystem. The investigation may be a complete experimental design or may focus on systematic observation, description, measurement, and/or data collection and analysis.</li> </ul>

## Standard LS.10

- LS.10 The student will investigate and understand that ecosystems, communities, populations, and organisms are dynamic, change over time, and respond to daily, seasonal, and long-term changes in their environment. Key concepts include
- phototropism, hibernation, and dormancy;
  - factors that increase or decrease population size; and
  - eutrophication, climate changes, and catastrophic disturbances.

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### Overview

In standard LS.10, students apply the concept of change over time to several specific situations. As conditions change, organisms, populations, communities, and ecosystems respond to those changes in order to survive. The key concepts are given in a sequence from responses of individual organisms (phototropism, hibernation, and dormancy) to responses of populations (factors that increase or decrease population size) to responses of communities or ecosystems (eutrophication, climate change, and catastrophic disturbances).

The concepts of standard LS.10 focus on the theme of change. Living units respond in various ways to change. A key concept is the understanding of the dynamic nature of living systems as they constantly respond to change. Change is referenced several times in the K–6 standards. In the “Earth Patterns, Cycles, and Change” strand, the following concepts are introduced: natural and human-made things may change over time (K.10); temperature, light, and precipitation bring about changes (1.7); and weather and seasonal changes affect plants, animals, and their surroundings (2.7). The “Life Processes” strand introduces the concept that plants (3.4) and animals (4.4) satisfy life needs and respond to the environment. It is intended that students will actively develop scientific investigation, reasoning, and logic skills, and the nature of science (LS.1) in the context of the key concepts presented in this standard.

## Standard LS.10

<p>LS.10 The student will investigate and understand that ecosystems, communities, populations, and organisms are dynamic, change over time, and respond to daily, seasonal, and long-term changes in their environment. Key concepts include</p> <ol style="list-style-type: none"> <li>phototropism, hibernation, and dormancy;</li> <li>factors that increase or decrease population size; and</li> <li>eutrophication, climate changes, and catastrophic disturbances.</li> </ol>	
<p style="text-align: center;"><b>Essential Understandings</b></p>	<p style="text-align: center;"><b>Essential Knowledge, Skills, and Processes</b></p>
<p>The concepts developed in this standard include the following:</p> <ul style="list-style-type: none"> <li>Organisms may exist as members of a population; populations interact with other populations in a community; and communities together with the physical environment form ecosystems.</li> <li>Changes that affect organisms over time may be daily, seasonal, or long term.</li> <li>Plants may respond to light by growing toward it or away from it, a behavior known as phototropism.</li> <li>Animals may respond to cold conditions with a period of lowered metabolism, a behavior known as hibernation.</li> <li>Organisms may respond to adverse conditions with a period of lowered or suspended metabolism, a behavior known as dormancy.</li> <li>A variety of environmental factors may cause the size of a population to increase or decrease. (This requires students to brainstorm examples of factors and predict the possible effects.)</li> <li>Long-term changes may affect entire communities and ecosystems. Such large-scale changes include the addition of excess nutrients to the system (eutrophication), which alters environmental balance; dramatic changes in climate; and catastrophic events, such as fire, drought, flood, and earthquakes.</li> </ul>	<p>In order to meet this standard, it is expected that students will</p> <ul style="list-style-type: none"> <li>relate the responses of organisms to daily, seasonal, or long-term events.</li> <li>differentiate between ecosystems, communities, populations, and organisms.</li> <li>predict the effect of climate change on ecosystems, communities, populations, and organisms.</li> <li>predict the effect of eutrophication on ecosystems, communities, populations, and organisms.</li> <li>compare and contrast the factors that increase or decrease population size.</li> <li>classify the various types of changes that occur over time in ecosystems, communities, populations, and organisms, as long term, short term, or seasonal.</li> <li>design an investigation from a testable question related to change over time in ecosystems, communities, populations, or organisms. The investigation may be a complete experimental design or may focus on systematic observation, description, measurement, and/or data collection and analysis.</li> <li>analyze and critique the experimental design of basic investigations related to change over time in ecosystems, communities, populations, and organisms.</li> </ul>

## Standard LS.11

- LS.11 The student will investigate and understand the relationships between ecosystem dynamics and human activity. Key concepts include
- a) food production and harvest;
  - b) change in habitat size, quality, or structure;
  - c) change in species competition;
  - d) population disturbances and factors that threaten or enhance species survival; and
  - e) environmental issues.

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### Overview

In this standard, students are called upon to apply their knowledge of human interactions to interpret how these interactions affect ecosystem dynamics. In prior standards in the “Earth Resources” strand of the K–6 standards, students explore a variety of ways in which humans interact with the environment. These include the concepts of waste management (K.11, 1.8); limitations of natural resources and factors that affect environmental quality (1.8, 3.10); Virginia’s natural resources (4.8); and public policy decisions relating to the environment (6.9). In this Life Science standard, the student must interpret how human populations can change the balance of nature in ecosystems. They must use their prior knowledge of resources as well as the concepts and skills learned in Life Science standards LS.6 – LS.10. It is intended that students will actively develop scientific investigation, reasoning, and logic skills, and the nature of science (LS.1) in the context of the key concepts presented in this standard.

## Standard LS.11

<p>LS.11 The student will investigate and understand the relationships between ecosystem dynamics and human activity. Key concepts include</p> <ol style="list-style-type: none"> <li>food production and harvest;</li> <li>change in habitat size, quality, or structure;</li> <li>change in species competition;</li> <li>population disturbances and factors that threaten or enhance species survival; and</li> <li>environmental issues.</li> </ol>	
<p style="text-align: center;"><b>Essential Understandings</b></p>	<p style="text-align: center;"><b>Essential Knowledge, Skills, and Processes</b></p>
<p>The concepts developed in this standard include the following:</p> <ul style="list-style-type: none"> <li>Ecosystems are dynamic systems. Humans are a natural part of the ecosystem. Humans use the ecosystem to meet their basic needs, such as to obtain food.</li> <li>Human interaction can directly alter habitat size, the quality of available resources in a habitat, and the structure of habitat components. Such interactions can be positive and/or negative.</li> <li>Human input can disturb the balance of populations that occur in a stable ecosystem. These disturbances may lead to a decrease or increase in a population. Since populations in an ecosystem are interdependent, these disturbances have a ripple effect throughout the ecosystem.</li> <li>The interaction of humans with the dynamic ecosystem may lead to issues of concern for continued ecosystem health in areas such as water supply, air quality, energy production, and waste management.</li> </ul>	<p>In order to meet this standard, it is expected that students will</p> <ul style="list-style-type: none"> <li>identify examples of ecosystem dynamics.</li> <li>describe the relationship between human food harvest and the ecosystem.</li> <li>debate the pros and cons of human land use versus ecosystem stability.</li> <li>compare and contrast population disturbances that threaten and those that enhance species survival.</li> <li>describe ways that human interaction has altered habitats positively and negatively.</li> <li>observe the effect of human interaction in local ecosystems and collect, record, chart, and interpret data concerning the effect of interaction (from observations and print and electronic resources).</li> <li>design an investigation from a testable question related to the relationships between ecosystem dynamics and human activity. The investigation may be a complete experimental design or may focus on systematic observation, description, measurement, and/or data collection and analysis.</li> <li>analyze and critique the experimental design of basic investigations related to the relationships between ecosystem dynamics and human activity.</li> </ul>

## Standard LS.12

- LS.12 The student will investigate and understand that organisms reproduce and transmit genetic information to new generations. Key concepts include
- a) the structure and role of DNA;
  - b) the function of genes and chromosomes;
  - c) genotypes and phenotypes;
  - d) characteristics that can and cannot be inherited;
  - e) genetic engineering and its applications; and
  - f) historical contributions and significance of discoveries related to genetics.

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### Overview

In science standard 2.7, students are introduced to the general notion that plants and animals resemble their parents. This Life Science standard is the students' introduction to genetics. It is important for the teacher to understand that the intent of this standard is to provide students with a general overview of the nature of DNA, genes, and chromosomes and the important role they play in the transmission of traits from one generation to another. Students are not expected to understand the specific chemical composition of DNA or the mechanics of transcription and translation. It is intended that students will actively develop scientific investigation, reasoning, and logic skills, and the nature of science (LS.1) in the context of the key concepts presented in this standard.

## Standard LS.12

<p>LS.12 The student will investigate and understand that organisms reproduce and transmit genetic information to new generations. Key concepts include</p> <ol style="list-style-type: none"> <li>the structure and role of DNA;</li> <li>the function of genes and chromosomes;</li> <li>genotypes and phenotypes;</li> <li>characteristics that can and cannot be inherited;</li> <li>genetic engineering and its applications; and</li> <li>historical contributions and significance of discoveries related to genetics.</li> </ol>	
<p style="text-align: center;"><b>Essential Understandings</b></p>	<p style="text-align: center;"><b>Essential Knowledge, Skills, and Processes</b></p>
<p>The concepts developed in this standard include the following:</p> <ul style="list-style-type: none"> <li>DNA is a double helix molecule.</li> <li>DNA is a molecule that includes different components — sugars, nitrogenous bases, and phosphates. The arrangement of the nitrogenous bases within the double helix forms a chemical code.</li> <li>Chromosomes are strands of tightly wound DNA. Genes are sections of a chromosome that carry the code for a particular trait. An allele is an alternate form of a gene.</li> <li>The basic laws of Mendelian genetics explain the transmission of most traits that can be inherited from generation to generation.</li> <li>A Punnett square is a model used to predict the possible combinations of inherited factors resulting from single trait crosses. (An investigation of dihybrid crosses, multiple alleles, and incomplete dominance should be reserved for high school Biology.)</li> <li>Dominant traits mask the expression (phenotype) of recessive traits. Genotype is the specific combination of dominant and recessive gene forms.</li> <li>Traits that are expressed through genes can be inherited. Characteristics that are acquired through environmental influences, such as injuries or practiced skills, cannot be inherited.</li> <li>In genetic engineering, the genetic code is manipulated to obtain a desired product.</li> <li>Genetic engineering has numerous practical applications in medicine, agriculture, and biology.</li> </ul>	<p>In order to meet this standard, it is expected that students will</p> <ul style="list-style-type: none"> <li>recognize the appearance of DNA as double helix in shape.</li> <li>explain that DNA contains coded instructions that store and pass on genetic information from one generation to the next.</li> <li>explain the necessity of DNA replication for the continuity of life.</li> <li>explain the relationship among genes, chromosomes, and alleles.</li> <li>demonstrate variation within a single genetic trait.</li> <li>distinguish between dominant and recessive traits.</li> <li>distinguish between genotype and phenotype.</li> <li>use Punnett squares to predict the possible combinations of inherited factors resulting from single trait crosses.</li> <li>differentiate between characteristics that can be inherited and those that cannot be inherited.</li> <li>identify aspects of genetic engineering and supply examples of applications. Evaluate the examples for possible controversial aspects.</li> <li>describe the contributions of Mendel, Franklin, Watson, and Crick to our basic understanding of genetics.</li> </ul>

## Standard LS.12

LS.12	The student will investigate and understand that organisms reproduce and transmit genetic information to new generations. Key concepts include	
	a) the structure and role of DNA;	
	b) the function of genes and chromosomes;	
	c) genotypes and phenotypes;	
	d) characteristics that can and cannot be inherited;	
	e) genetic engineering and its applications; and	
	f) historical contributions and significance of discoveries related to genetics.	
	<b>Essential Understandings</b>	<b>Essential Knowledge, Skills, and Processes</b>
	<ul style="list-style-type: none"><li>A series of contributions and discoveries led to the current level of genetic science.</li></ul>	

## Standard LS.13

- LS.13 The student will investigate and understand that populations of organisms change over time. Key concepts include
- a) the relationships of mutation, adaptation, natural selection, and extinction;
  - b) evidence of evolution of different species in the fossil record; and
  - c) how environmental influences, as well as genetic variation, can lead to diversity of organisms.

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### Overview

Standard LS.13 explores the concept of evolution through natural selection. Species respond to changes in their environments through adaptation, which is a gradual process that occurs over long periods of time. The progression of these long-term changes is well documented in the fossil record. Evolution, as a big organizing principle of the life sciences, establishes order among the great variety of living things.

There are many misconceptions about evolution; therefore, teachers must be careful to be accurate in their presentation of this scientific theory. One common misconception among students is that they believe that environmental influences on an organism produce changes in that organism that can be passed on to offspring. However, natural selection can only work through the genetic variation that is already present in the population. It is intended that students will actively develop scientific investigation, reasoning, and logic skills, and the nature of science (LS.1) in the context of the key concepts presented in this standard.

LS.13

The student will investigate and understand that populations of organisms change over time. Key concepts include

- a) the relationships of mutation, adaptation, natural selection, and extinction;
- b) evidence of evolution of different species in the fossil record; and
- c) how environmental influences, as well as genetic variation, can lead to diversity of organisms.

### Essential Understandings

### Essential Knowledge, Skills, and Processes

The concepts developed in this standard include the following:

- The mechanisms through which evolution takes place are a related set of processes that include mutation, adaptation, natural selection, and extinction. This results in changes in populations of organisms over time.
- Mutations are inheritable changes because a mutation is a change in the DNA code.
- Adaptations are structures, functions, or behaviors that enable a species to survive.
- Natural selection is the survival and reproduction of the individuals in a population that exhibit the traits that best enable them to survive in their environment.
- A mutation may result in a favorable change or adaptation in genetic information that improves a species' ability to exist in its environment, or a mutation may result in an unfavorable change that does not improve or impedes a species' ability to exist in its environment.
- The evidence for evolution is drawn from a variety of sources of data, including the fossil record, radiometric dating, genetic information, the distribution of organisms, and anatomical and developmental similarities across species.
- Individuals of a population each exhibit a range of variations in a trait as a result of the variations in their genetic codes. These variations may or may not help them survive and reproduce in their environment.
- If a species does not include traits that enable it to survive in its environment or to survive changes in the environment, then the species may become extinct.

In order to meet this standard, it is expected that students will

- interpret data from simulations that demonstrate selection for a trait belonging to species in various environments.
- describe how changes in the environment can bring about changes in a species (adaptation, extinction) through natural selection.
- describe and explain how fossils are records of organisms and events in Earth's history.
- explain the evidence for evolution from a variety of sources of scientific data.
- explain how genetic variations in offspring, which lead to variations in successive generations, can result from the same two parents.
- analyze and evaluate data from investigations on variations within a local population.
- explain how environmental influences, as well as genetic variation, can lead to diversity of organisms.

# Science Standards of Learning Curriculum Framework 2010



## Grade Six

Board of Education  
Commonwealth of Virginia

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The 2010 *Science Curriculum Framework* can be found in PDF and Microsoft Word file formats on the Virginia Department of Education's Web site at <http://www.doe.virginia.gov>.

## **Virginia Science Standards of Learning Curriculum Framework 2010**

### **Introduction**

The *Science Standards of Learning Curriculum Framework* amplifies the *Science Standards of Learning for Virginia Public Schools* and defines the content knowledge, skills, and understandings that are measured by the Standards of Learning tests. The Science Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers as they plan their lessons by identifying essential understandings and defining the essential content knowledge, skills, and processes students need to master. This supplemental framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn.

School divisions should use the *Science Curriculum Framework* as a resource for developing sound curricular and instructional programs. This framework should not limit the scope of instructional programs. Additional knowledge and skills that can enrich instruction and enhance students' understanding of the content identified in the Standards of Learning should be included as part of quality learning experiences.

The Curriculum Framework serves as a guide for Standards of Learning assessment development. Assessment items may not and should not be a verbatim reflection of the information presented in the Curriculum Framework. Students are expected to continue to apply knowledge and skills from Standards of Learning presented in previous grades as they build scientific expertise.

The Board of Education recognizes that school divisions will adopt a K–12 instructional sequence that best serves their students. The design of the Standards of Learning assessment program, however, requires that all Virginia school divisions prepare students to demonstrate achievement of the standards for elementary and middle school by the time they complete the grade levels tested. The high school end-of-course Standards of Learning tests, for which students may earn verified units of credit, are administered in a locally determined sequence.

Each topic in the *Science Standards of Learning Curriculum Framework* is developed around the Standards of Learning. The format of the Curriculum Framework facilitates teacher planning by identifying the key concepts, knowledge and skills that should be the focus of instruction for each standard. The Curriculum Framework is divided into two columns: Understanding the Standard (K-5); Essential Understandings (middle and high school); and Essential Knowledge, Skills, and Processes. The purpose of each column is explained below.

#### *Understanding the Standard (K-5)*

This section includes background information for the teacher. It contains content that may extend the teachers' knowledge of the standard beyond the current grade level. This section may also contain suggestions and resources that will help teachers plan instruction focusing on the standard.

#### *Essential Understandings (middle and high school)*

This section delineates the key concepts, ideas and scientific relationships that all students should grasp to demonstrate an understanding of the Standards of Learning.

#### *Essential Knowledge, Skills and Processes (K-12)*

Each standard is expanded in the Essential Knowledge, Skills, and Processes column. What each student should know and be able to do in each standard is outlined. This is not meant to be an exhaustive list nor a list that limits what is taught in the classroom. It is meant to be the key knowledge and skills that define the standard.

## **Grade Six Science Strand**

### **Scientific Investigation, Reasoning, and Logic**

This strand represents a set of inquiry skills that defines what a student will be able to do when conducting activities and investigations. The various skill categories are described in the “Investigate and Understand” section of the Introduction to the *Science Standards of Learning*, and the skills in science standards 6.1 represent more specifically what a student should be able to do as a result of science experiences in sixth grade. Across the grade levels, the skills in the “Scientific Investigation, Reasoning, and Logic” strand form a nearly continuous sequence of investigative skills. It is important that the classroom teacher understand how the skills in standard 6.1 are a key part of this sequence (i.e., K.1, K.2, 1.1, 2.1, 3.1, 4.1, and 5.1). The sixth-grade curriculum should ensure that skills from preceding grades are continuously reinforced and developed.

- 6.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which
- observations are made involving fine discrimination between similar objects and organisms;
  - precise and approximate measurements are recorded;
  - scale models are used to estimate distance, volume, and quantity;
  - hypotheses are stated in ways that identify the independent and dependent variables;
  - a method is devised to test the validity of predictions and inferences;
  - one variable is manipulated over time, using many repeated trials;
  - data are collected, recorded, analyzed, and reported using metric measurements and tools;
  - data are analyzed and communicated through graphical representation;
  - models and simulations are designed and used to illustrate and explain phenomena and systems; and
  - current applications are used to reinforce science concepts.

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### Overview

The skills described in standard 6.1 are intended to define the “investigate” component of all of the other sixth-grade standards (6.2–6.9). The intent of standard 6.1 is that students will continue to develop a range of inquiry skills and achieve proficiency with those skills in the context of the concepts developed at the sixth grade. Standard 6.1 does not require a discrete unit on scientific investigation because the inquiry skills that make up the standard should be incorporated in all the other sixth-grade standards. It is also intended that by developing these skills, students will achieve greater understanding of scientific inquiry and the nature of science, as well as more fully grasp the content-related concepts in the standards. It is also intended that models, simulations and current applications are used throughout the course in order to learn and reinforce science concepts.

## Standard 6.1

## Strand: Scientific Investigation, Reasoning, and Logic

<p>6.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which</p> <ol style="list-style-type: none"> <li>observations are made involving fine discrimination between similar objects and organisms;</li> <li>precise and approximate measurements are recorded;</li> <li>scale models are used to estimate distance, volume, and quantity;</li> <li>hypotheses are stated in ways that identify the independent and dependent variables;</li> <li>a method is devised to test the validity of predictions and inferences;</li> <li>one variable is manipulated over time, using many repeated trials;</li> <li>data are collected, recorded, analyzed, and reported using metric measurements and tools;</li> <li>data are analyzed and communicated through graphical representation;</li> <li>models and simulations are designed and used to illustrate and explain phenomena and systems; and</li> <li>current applications are used to reinforce science concepts.</li> </ol>	
<p style="text-align: center;"><b>Essential Understandings</b></p>	<p style="text-align: center;"><b>Essential Knowledge, Skills, and Processes</b></p>
<p>The concepts developed in this standard include the following:</p> <ul style="list-style-type: none"> <li>The nature of science refers to the foundational concepts that govern the way scientists formulate explanations about the natural world. The nature of science includes the following concepts             <ol style="list-style-type: none"> <li>the natural world is understandable;</li> <li>science is based on evidence, both observational and experimental;</li> <li>science is a blend of logic and innovation;</li> <li>scientific ideas are durable yet subject to change as new data are collected;</li> <li>science is a complex social endeavor; and</li> <li>scientists try to remain objective and engage in peer review to help avoid bias.</li> </ol> </li> <li>To communicate an observation accurately, one must provide critical details of exactly what is being observed. Using that information, students will be able to differentiate definitively between or among similar objects and/or organisms.</li> <li>Systematic investigations require accurate measurements; however, in the absence of precision tools, observers must record careful estimations.</li> </ul>	<p>In order to meet this standard, it is expected that students will</p> <ul style="list-style-type: none"> <li>make connections between the components of the nature of science and their investigations and the greater body of scientific knowledge and research.</li> <li>make observations that can be used to discriminate similar objects and organisms, paying attention to fine detail.</li> <li>make precise and consistent measurements and estimations.</li> <li>create approximate scale models to demonstrate an understanding of distance, volume, and quantity.</li> <li>differentiate between independent and dependent variables in a hypothesis.</li> <li>propose hypotheses or predictions from observed patterns.</li> <li>compare and contrast predictions and inferences. Analyze and judge the evidence, observations, scientific principles, and data used in making predictions and inferences.</li> <li>design an experiment in which one variable is manipulated over many trials.</li> <li>collect, record, analyze, and report data, using metric terminology and</li> </ul>

**Standard 6.1**

**Strand: Scientific Investigation, Reasoning, and Logic**

<p>6.1</p>	<p>The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which</p> <ol style="list-style-type: none"> <li>a) observations are made involving fine discrimination between similar objects and organisms;</li> <li>b) precise and approximate measurements are recorded;</li> <li>c) scale models are used to estimate distance, volume, and quantity;</li> <li>d) hypotheses are stated in ways that identify the independent and dependent variables;</li> <li>e) a method is devised to test the validity of predictions and inferences;</li> <li>f) one variable is manipulated over time, using many repeated trials;</li> <li>g) data are collected, recorded, analyzed, and reported using metric measurements and tools;</li> <li>h) data are analyzed and communicated through graphical representation;</li> <li>i) models and simulations are designed and used to illustrate and explain phenomena and systems; and</li> <li>j) current applications are used to reinforce science concepts.</li> </ol>
<p><b>Essential Understandings</b></p>	<p><b>Essential Knowledge, Skills, and Processes</b></p>
<ul style="list-style-type: none"> <li>• Scale models must maintain relative values of size and/or quantity in order to maintain the integrity of the object or topic being modeled.</li> <li>• An experiment is a structured test of a hypothesis. A hypothesis is stated in terms of a testable relationship.</li> <li>• A scientific prediction is a forecast about what may happen in some future situation. It is based on the application of scientific principle and factual information.</li> <li>• An inference is an explanation based on observations and background knowledge. A conclusion is formulated from collected data. For example, one might observe darkly colored pond water and make the inference that it is polluted. However, only after data are collected can a conclusion be formulated.</li> <li>• Patterns discerned from direct observations can be the basis for predictions or hypotheses that attempt to explain the mechanism responsible for the pattern.</li> <li>• Accurate observations and evidence are necessary to draw realistic and plausible conclusions.</li> <li>• In order to conduct an experiment, one must recognize all of the potential variables that can affect an outcome.</li> <li>• In a scientific investigation, data should be collected, recorded,</li> </ul>	<p>tools.</p> <ul style="list-style-type: none"> <li>• analyze and communicate data, using graphs (bar, line, and circle), charts, and diagrams.</li> <li>• design a model that explains a sequence, for example, the sequence of events involved in the formation of a cloud.</li> </ul>

## Standard 6.1

## Strand: Scientific Investigation, Reasoning, and Logic

6.1	The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which	a) observations are made involving fine discrimination between similar objects and organisms; b) precise and approximate measurements are recorded; c) scale models are used to estimate distance, volume, and quantity; d) hypotheses are stated in ways that identify the independent and dependent variables; e) a method is devised to test the validity of predictions and inferences; f) one variable is manipulated over time, using many repeated trials; g) data are collected, recorded, analyzed, and reported using metric measurements and tools; h) data are analyzed and communicated through graphical representation; i) models and simulations are designed and used to illustrate and explain phenomena and systems; and j) current applications are used to reinforce science concepts.
<b>Essential Understandings</b>		<b>Essential Knowledge, Skills, and Processes</b>
analyzed, and reported using appropriate metric measurement and tools. <ul style="list-style-type: none"><li>• In a scientific investigation, data should be organized and communicated through appropriate graphical representation (graph, chart, table, and diagram).</li><li>• Models provide a way of visually representing abstract concepts. The use of models permits students to order events or processes.</li><li>• Science concepts are applied through observations and connections with everyday life and technology.</li></ul>		

## **Grade Six Science Strand**

### **Force, Motion, and Energy**

The strand focuses on student understanding of what force, motion, and energy are and how the concepts are connected. The major topics developed in this strand include magnetism; types of motion; simple machines; and energy forms and transformations, especially electricity, sound, and light. This strand includes science standards K.3, 1.2, 2.2, 3.2, 4.2, 4.3, 5.2, 5.3, 6.2, and 6.3.

- 6.2 The student will investigate and understand basic sources of energy, their origins, transformations, and uses. Key concepts include
- a) potential and kinetic energy;
  - b) the role of the sun in the formation of most energy sources on Earth;
  - c) nonrenewable energy sources;
  - d) renewable energy sources; and
  - e) energy transformations.

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### **Overview**

Many sources of energy on Earth are the result of solar radiation. This can be energy Earth is currently receiving or energy that has been stored as fossil fuels. All energy exists in two basic forms — kinetic and potential. Understanding the forms of energy and their transformations will provide the foundation for students to investigate the transfer of energy within living and Earth systems as well as to understand chemical reactions, force, and motion. This standard builds upon concepts of energy sources introduced in science standard 3.11. It is intended that students will actively develop scientific investigation, reasoning, and logic skills, and an understanding of the nature of science (6.1) in the context of the key concepts presented in this standard.

## Standard 6.2

## Strand: Force, Motion, and Energy

<p>6.2 The student will investigate and understand basic sources of energy, their origins, transformations, and uses. Key concepts include</p> <ol style="list-style-type: none"> <li>potential and kinetic energy;</li> <li>the role of the sun in the formation of most energy sources on Earth;</li> <li>nonrenewable energy sources;</li> <li>renewable energy sources; and</li> <li>energy transformations.</li> </ol>	
<p style="text-align: center;"><b>Essential Understandings</b></p>	<p style="text-align: center;"><b>Essential Knowledge, Skills, and Processes</b></p>
<p>The concepts developed in this standard include the following:</p> <ul style="list-style-type: none"> <li>Potential energy is energy that is not “in use” and available to do work. Kinetic energy is energy that is “in use” — the energy a moving object has due to its motion. For example, moving water and wind have kinetic energy. The chemical energy in fossil fuels is potential energy until it is released.</li> <li>Solar energy from the ancient past is stored in fossil fuels, such as coal, petroleum, and natural gas. Fossil fuels are rich in the elements carbon and hydrogen. These sources of energy take very long periods of time to form and once depleted, are essentially nonrenewable. Nuclear power is also a source of nonrenewable energy.</li> <li>Many of Earth’s energy resources are available on a perpetual basis. These include solar, wind, water (hydropower, tidal and waves), biofuels and geothermal energy. Some energy sources can be replenished over relatively short periods of time. These include wood and other biomass. All are considered renewable.</li> <li>Secondary sources of energy, such as electricity, are used to store, move, and deliver energy easily in usable form. Hydrogen is also a secondary source of energy, also called an energy carrier.</li> <li>Thermal and radiant energy can be converted into mechanical energy, chemical energy, and electrical energy and back again.</li> </ul>	<p>In order to meet this standard, it is expected that students will</p> <ul style="list-style-type: none"> <li>compare and contrast potential and kinetic energy through common examples found in the natural environment.</li> <li>analyze and describe the transformations of energy involved with the formation and burning of coal and other fossil fuels.</li> <li>compare and contrast renewable (solar, wind, water [hydropower, tidal and waves], biofuels, geothermal, and biomass) and nonrenewable energy sources (coal, petroleum, natural gas, nuclear power).</li> <li>explain that hydrogen is not an energy source, but a means of storing and transporting energy.</li> <li>design an application of the use of solar and wind energy.</li> <li>chart and analyze the energy a person uses during a 24-hour period and determine the sources.</li> <li>compare and contrast energy sources in terms of their origins, how they are utilized, and their availability.</li> <li>analyze the advantages and disadvantages of using various energy sources and their impact on climate and the environment.</li> <li>analyze and describe how the United States’ energy use has changed over time.</li> <li>analyze and describe sources of energy used in Virginia related to energy use nationally and globally.</li> <li>predict the impact of unanticipated energy shortages.</li> </ul>

## Standard 6.2

## Strand: Force, Motion, and Energy

6.2	The student will investigate and understand basic sources of energy, their origins, transformations, and uses. Key concepts include	a) potential and kinetic energy; b) the role of the sun in the formation of most energy sources on Earth; c) nonrenewable energy sources; d) renewable energy sources; and e) energy transformations.
<b>Essential Understandings</b>		<b>Essential Knowledge, Skills, and Processes</b>
		<ul style="list-style-type: none"><li>• comprehend and apply basic terminology related to energy sources and transformations.</li><li>• create and interpret a model or diagram of an energy transformation.</li><li>• design an investigation that demonstrates how light energy (radiant energy) can be transformed into other forms of energy (mechanical, chemical and electrical).</li></ul>

- 6.3 The student will investigate and understand the role of solar energy in driving most natural processes within the atmosphere, the hydrosphere, and on Earth's surface. Key concepts include
- a) Earth's energy budget;
  - b) the role of radiation and convection in the distribution of energy;
  - c) the motion of the atmosphere and the oceans;
  - d) cloud formation; and
  - e) the role of thermal energy in weather-related phenomena including thunderstorms and hurricanes.

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### **Overview**

The key concepts defined in this standard are intended to expand student understanding of the effects of solar radiation entering Earth's atmosphere on weather and ocean current patterns. The distribution of energy through convection and radiation are explored as students study cloud formation and movement patterns of the atmosphere and the world's oceans. This standard is closely related to standards 6.2 and 6.6 and builds on the weather concepts developed in standard 4.6 and concepts of visible light in standard 5.3. It is intended that students will actively develop scientific investigation, reasoning, and logic skills, and an understanding of the nature of science (6.1) in the context of the key concepts presented in this standard.

## Standard 6.3

## Strand: Force, Motion, and Energy

<p>6.3 The student will investigate and understand the role of solar energy in driving most natural processes within the atmosphere, the hydrosphere, and on Earth’s surface. Key concepts include</p> <ol style="list-style-type: none"> <li>Earth’s energy budget;</li> <li>the role of radiation and convection in the distribution of energy;</li> <li>the motion of the atmosphere and the oceans;</li> <li>cloud formation; and</li> <li>the role of thermal energy in weather-related phenomena including thunderstorms and hurricanes.</li> </ol>	
<p style="text-align: center;"><b>Essential Understandings</b></p>	<p style="text-align: center;"><b>Essential Knowledge, Skills, and Processes</b></p>
<p>The concepts developed in this standard include the following:</p> <ul style="list-style-type: none"> <li>Earth receives only a very small portion of the sun’s energy, yet this energy is responsible for powering the motion of the atmosphere, the oceans, and many processes at Earth’s surface.</li> <li>Solar radiation is made up of different types of radiation (including infrared, visible light, and ultraviolet).</li> <li>Incoming solar radiation is in close balance with the energy that leaves the atmosphere; otherwise Earth would heat up or cool down. Excess carbon dioxide and other gases may disrupt this balance, creating a greenhouse effect.</li> <li>About one-third of the sun’s incoming energy is reflected back out to space. About one-half of the energy striking Earth is absorbed by Earth’s surface.</li> <li>Earth’s surface is heated unequally.</li> <li>When air or water is heated, the molecules move faster and farther apart, reducing their density and causing them to rise. Cooler air or water molecules move more slowly and are denser than warm air or water. Warm air or water rising coupled with cooler air or water descending forms a cyclic rising/falling pattern called convection.</li> <li>Radiation and convection from Earth’s surface transfer thermal energy. This energy powers the global circulation of the atmosphere and the oceans on our planet.</li> <li>As bodies of water (oceans, lakes, rivers, etc.) absorb thermal energy, the water evaporates causing the air to be warm and moist. Warm, moist</li> </ul>	<p>In order to meet this standard, it is expected that students will</p> <ul style="list-style-type: none"> <li>comprehend and apply basic terminology related to solar energy, including wavelength; ultraviolet, visible, and infrared radiation; and reflection and absorption.</li> <li>analyze and interpret a chart or diagram showing Earth’s energy budget.</li> <li>analyze, model, and explain the greenhouse effect in terms of the energy entering and leaving the atmosphere.</li> <li>design an investigation to determine the effect of sunlight on the heating of a surface.</li> <li>analyze and explain how convection currents occur and how they distribute thermal energy in the atmosphere and oceans.</li> <li>analyze the role of heating and cooling in the formation of clouds.</li> <li>order the sequence of events that takes place in the formation of a cloud.</li> <li>describe the relationship between thermal energy and the formation of hurricanes and thunderstorms.</li> </ul>

### Standard 6.3

### Strand: Force, Motion, and Energy

6.3 The student will investigate and understand the role of solar energy in driving most natural processes within the atmosphere, the hydrosphere, and on Earth's surface. Key concepts include a) Earth's energy budget; b) the role of radiation and convection in the distribution of energy; c) the motion of the atmosphere and the oceans; d) cloud formation; and e) the role of thermal energy in weather-related phenomena including thunderstorms and hurricanes.	
<b>Essential Understandings</b>	<b>Essential Knowledge, Skills, and Processes</b>
air is less dense than cold, dry air, so it rises relative to colder, drier air. As warm, moist air rises, it gives off some thermal energy as the moisture condenses, forming clouds. Clouds are not gaseous water vapor; rather they are minute, condensed water particles. <ul style="list-style-type: none"><li>• Some thunderstorms are formed where the land is strongly heated. Hurricanes form over warm, tropical water and are fed by the energy of that water.</li></ul>	

## **Grade Six Science Strand**

### **Matter**

This strand focuses on the description, physical properties, and basic structure of matter. The major topics developed in this strand include concepts related to the basic description of objects, phases of matter (solids, liquids, and gases – especially water), phase changes, mass and volume, and the structure of classification of matter. This strand includes science standards K.4, K.5, 1.3, 2.3, 3.3, 5.4, 6.4, 6.5, and 6.6.

- 6.4 The student will investigate and understand that all matter is made up of atoms. Key concepts include
- a) atoms consist of particles, including electrons, protons, and neutrons;
  - b) atoms of a particular element are alike but are different from atoms of other elements;
  - c) elements may be represented by chemical symbols;
  - d) two or more atoms interact to form new substances, which are held together by electrical forces (bonds);
  - e) compounds may be represented by chemical formulas;
  - f) chemical equations can be used to model chemical changes; and
  - g) a limited number of elements comprise the largest portion of the solid Earth, living matter, the oceans, and the atmosphere.

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### Overview

Standard 6.4 focuses on an understanding of the basic structure of the atom, including electrons, protons, and neutrons. The concepts defined in standard 6.4 build on students' basic understanding of the concept of matter as introduced in science standards 3.3 and 5.4. Knowledge of basic chemistry concepts is fundamental to understanding the physical sciences, life processes, and Earth and environmental science ideas. It is intended that students will actively develop scientific investigation, reasoning, and logic skills, and the nature of science (6.1) in the context of the key concepts presented in this standard.

<p>6.4 The student will investigate and understand that all matter is made up of atoms. Key concepts include</p> <ol style="list-style-type: none"> <li>atoms consist of particles, including electrons, protons, and neutrons;</li> <li>atoms of a particular element are alike but are different from atoms of other elements;</li> <li>elements may be represented by chemical symbols;</li> <li>two or more atoms interact to form new substances, which are held together by electrical forces (bonds);</li> <li>compounds may be represented by chemical formulas;</li> <li>chemical equations can be used to model chemical changes; and</li> <li>a limited number of elements comprise the largest portion of the solid Earth, living matter, the oceans, and the atmosphere.</li> </ol>	
<p><b>Essential Understandings</b></p>	<p><b>Essential Knowledge, Skills, and Processes</b></p>
<p>The concepts developed in this standard include the following:</p> <ul style="list-style-type: none"> <li>The basic structural components of a typical atom are electrons, protons, and neutrons. Protons and neutrons comprise the nucleus of an atom.</li> <li>An element is a form of matter made up of one type of atom. The atoms of an element are basically alike, though the number of neutrons may vary.</li> <li>The atoms of one element differ from those of another element in the number of protons.</li> <li>Elements can be represented by chemical symbols.</li> <li>Two or more atoms of different elements may combine to form a compound.</li> <li>Compounds can be represented by chemical formulas. Each different element in the compound is represented by its unique symbol. The number of each type of element in the compound (other than 1) is represented by a small number (the subscript) to the right of the element symbol.</li> <li>Chemical equations can be used to model chemical changes, illustrating how elements become rearranged in a chemical reaction.</li> <li>A limited number of elements, including silicon, aluminum, iron, sodium, calcium, potassium, magnesium, hydrogen, oxygen, nitrogen, and carbon, form the largest portion of Earth’s crust, living matter, the oceans, and the atmosphere.</li> </ul>	<p>In order to meet this standard, it is expected that students will</p> <ul style="list-style-type: none"> <li>create and interpret a simplified modern model of the structure of an atom.</li> <li>compare and contrast the atomic structure of two different elements.</li> <li>explain that elements are represented by symbols.</li> <li>identify the name and number of each element present in a simple molecule or compound, such as O<sub>2</sub>, H<sub>2</sub>O, CO<sub>2</sub>, or CaCO<sub>3</sub>.</li> <li>model a simple chemical change with an equation and account for all atoms. Distinguish the types of elements and number of each element in the chemical equation. (Balancing equations will be further developed in Physical Science.)</li> <li>name some of the predominant elements found in the atmosphere, the oceans, living matter, and Earth’s crust.</li> </ul>

- 6.5 The student will investigate and understand the unique properties and characteristics of water and its roles in the natural and human-made environment. Key concepts include
- a) water as the universal solvent;
  - b) the properties of water in all three phases;
  - c) the action of water in physical and chemical weathering;
  - d) the ability of large bodies of water to store thermal energy and moderate climate; =
  - e) the importance of water for agriculture, power generation, and public health; and
  - f) the importance of protecting and maintaining water resources.

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### Overview

Standard 6.5 is intended to develop student understanding of the unique properties of water and the importance of protecting and managing water resources. Understanding the structure, properties, and behavior of the water molecule is fundamental to understanding more complex environmental systems. Concepts like solubility, surface tension, cohesion, adhesion, density, condensation, and evaporation can be investigated to appreciate why the properties of water are critical to life processes and living things. This standard also introduces the concept of the ability of large bodies of water to moderate the climate on land. The connections between water resources and agriculture, power generation, and public health are also investigated. It is intended that students will actively develop scientific investigation, reasoning, and logic skills, and an understanding of the nature of science (6.1) in the context of the key concepts presented in this standard.

<p>6.5 The student will investigate and understand the unique properties and characteristics of water and its roles in the natural and human-made environment. Key concepts include</p> <ol style="list-style-type: none"> <li>water as the universal solvent;</li> <li>the properties of water in all three phases;</li> <li>the action of water in physical and chemical weathering;</li> <li>the ability of large bodies of water to store thermal energy and moderate climate;-</li> <li>the importance of water for agriculture, power generation, and public health; and</li> <li>the importance of protecting and maintaining water resources.</li> </ol>	
<p><b>Essential Understandings</b></p>	<p><b>Essential Knowledge, Skills, and Processes</b></p>
<p>The concepts developed in this standard include the following:</p> <ul style="list-style-type: none"> <li>Among water’s unique properties is that one side of each water molecule is slightly negative and the other is slightly positive. Individual water molecules, therefore, attract other water molecules like little magnets as the slightly positive portion of a water molecule is attracted to the slightly negative portion of an adjacent water molecule. In this way, water molecules “stick together.”</li> <li>Due to water’s polar nature, a large number of substances will “dissolve” in water. For this reason, water is often called the universal solvent.</li> <li>Water is the only compound that commonly exists in all three states (solid, liquid, gas) on Earth. The unique properties of water are a major factor in the ability of our planet to sustain life.</li> <li>Additional properties of water are its high surface tension and the large range of temperature (0–100 degrees Celsius) in which it can be found in the liquid state, as well as the fact that, unlike other substances, solid water is less dense than liquid water.</li> <li>Water is able to absorb thermal energy without showing relatively large changes in temperature. Large bodies of water act to moderate the climate of surrounding areas by absorbing thermal energy in summer and slowly releasing that energy in the winter. For this reason, the climate near large bodies of water is slightly milder than areas without large bodies of water.</li> <li>Water (rain, ice, snow) has shaped our environment by physically and</li> </ul>	<p>In order to meet this standard, it is expected that students will</p> <ul style="list-style-type: none"> <li>comprehend and apply key terminology related to water and its properties and uses.</li> <li>model and explain the shape and composition of a water molecule.</li> <li>design an investigation to demonstrate the ability of water to dissolve materials.</li> <li>comprehend the adhesive and cohesive properties of water.</li> <li>compare the effects of adding thermal energy to the states of water.</li> <li>explain why ice is less dense than liquid water.</li> <li>relate the three states of water to the water cycle.</li> <li>design an investigation to model the action of freezing water on rock material.</li> <li>design an investigation to determine the presence of water in plant material (e.g., a fruit).</li> <li>infer how the unique properties of water are key to the life processes of organisms.</li> <li>design an investigation to model the action of acidified water on building materials such as concrete, limestone, or marble.</li> <li>chart, record, and describe evidence of chemical weathering in the local environment.</li> </ul>

<p>6.5 The student will investigate and understand the unique properties and characteristics of water and its roles in the natural and human-made environment. Key concepts include</p> <ol style="list-style-type: none"> <li>a) water as the universal solvent;</li> <li>b) the properties of water in all three phases;</li> <li>c) the action of water in physical and chemical weathering;</li> <li>d) the ability of large bodies of water to store thermal energy and moderate climate;=</li> <li>e) the importance of water for agriculture, power generation, and public health; and</li> <li>f) the importance of protecting and maintaining water resources.</li> </ol>	
<b>Essential Understandings</b>	<b>Essential Knowledge, Skills, and Processes</b>
<p>chemically weathering rock and soil and transporting sediments. Freezing water can break rock without any change in the minerals that form the rock (physical weathering). This usually produces small particles and sand. Water with dissolved gases and other chemicals causes the minerals in rocks to be changed, leading to the deterioration of the rock (chemical weathering).</p> <ul style="list-style-type: none"> <li>• Most of Earth’s water is salt water in the oceans (97 percent). Nonfrozen, fresh water makes up less than 1 percent of the water on Earth.</li> <li>• Water is essential for agriculture. Crops watered by reliable irrigation systems are more productive and harvests more dependable.</li> <li>• Water is an important resource used in power generation. Hydroelectric power plants make use of the kinetic energy of water as it flows through turbines. Water is also heated in power plants and turned to steam. The steam is used to turn turbines, which generate electricity.</li> <li>• In the past, streams and rivers were often used to dispose of human waste, and open sewers were common. During the mid-1800s, public health officials recognized the connection between disease outbreaks and contamination of public wells and drinking water. Advances in water treatment and sanitary sewers have helped eliminate diseases associated with human waste.</li> <li>• Due to water’s importance in power generation, agriculture, and human health, it is important to conserve water resources.</li> </ul>	<ul style="list-style-type: none"> <li>• analyze and explain the difference in average winter temperatures among areas in central and western Virginia and cities and counties along the Chesapeake Bay and Atlantic coast.</li> <li>• explain the role of water in power generation.</li> <li>• describe the importance of careful management of water resources.</li> </ul>

- 6.6 The student will investigate and understand the properties of air and the structure and dynamics of Earth's atmosphere. Key concepts include
- air as a mixture of gaseous elements and compounds;
  - pressure, temperature, and humidity;
  - atmospheric changes with altitude;
  - natural and human-caused changes to the atmosphere and the importance of protecting and maintaining air quality;
  - the relationship of atmospheric measures and weather conditions; and
  - basic information from weather maps, including fronts, systems, and basic measurements.

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### Overview

Standard 6.6 is intended to provide students with a basic understanding of the properties of air, the structure of the atmosphere, weather, and air quality. Students need to understand there are both natural and human-caused changes to the atmosphere and that the results of these changes are not yet fully known. A basic understanding of weather and weather prediction builds on the key concepts in standard 4.6. Standard 6.6 also focuses on student understanding of air quality as an important parameter of human and environmental health. It is important to make the obvious connections between this standard and the other sixth-grade standards. It is intended that students will actively develop scientific investigation, reasoning, and logic skills, and an understanding of the nature of science (6.1) in the context of the key concepts presented in this standard.

<p>6.6 The student will investigate and understand the properties of air and the structure and dynamics of Earth’s atmosphere. Key concepts include</p> <ol style="list-style-type: none"> <li>air as a mixture of gaseous elements and compounds;</li> <li>pressure, temperature, and humidity;</li> <li>atmospheric changes with altitude;</li> <li>natural and human-caused changes to the atmosphere and the importance of protecting and maintaining air quality;</li> <li>the relationship of atmospheric measures and weather conditions; and</li> <li>basic information from weather maps, including fronts, systems, and basic measurements.</li> </ol>	
<p><b>Essential Understandings</b></p>	<p><b>Essential Knowledge, Skills, and Processes</b></p>
<p>The concepts developed in this standard include the following:</p> <ul style="list-style-type: none"> <li>Air is a mixture of gaseous elements and compounds. These include nitrogen, oxygen, water, argon and carbon dioxide. Nitrogen makes up the largest proportion of air.</li> <li>Air exerts pressure. Air pressure decreases as altitude increases.</li> <li>Moisture in the air is called humidity.</li> <li>The atmosphere is made up of layers (troposphere, stratosphere, mesosphere, and thermosphere) that have distinct characteristics.</li> <li>Temperature decreases as altitude increases in the lowest layer of the atmosphere.</li> <li>Most of the air that makes up the atmosphere is found in the troposphere (the lowest layer). Virtually all weather takes place there.</li> <li>Forest fires and volcanic eruptions are two natural processes that affect Earth’s atmosphere. Many gaseous compounds and particles are released into the atmosphere by human activity. All of the effects of these materials are not yet fully understood.</li> <li>The amounts of thermal energy and water vapor in the air and the pressure of the air largely determine what the weather conditions are.</li> <li>Clouds are important indicators of atmospheric conditions. Clouds are found at various levels within the troposphere. Three major types of clouds are cumulus, stratus, and cirrus.</li> <li>Ozone, a form of oxygen, can form near the surface when exhaust pollutants react with sunlight. This pollutant can cause health problems.</li> </ul>	<p>In order to meet this standard, it is expected that students will</p> <ul style="list-style-type: none"> <li>comprehend and apply basic terminology related to air and the atmosphere.</li> <li>identify the composition and physical characteristics of the atmosphere.</li> <li>analyze and interpret charts and graphs of the atmosphere in terms of temperature and pressure.</li> <li>measure and record air temperature, air pressure, and humidity, using appropriate units of measurement and tools.</li> <li>analyze and explain some of the effects that natural events and human activities may have on weather, atmosphere, and climate.</li> <li>evaluate their own roles in protecting air quality.</li> <li>design an investigation to relate temperature, barometric pressure, and humidity to changing weather conditions.</li> <li>compare and contrast cloud types and relate cloud types to weather conditions.</li> <li>compare and contrast types of precipitation.</li> <li>compare and contrast weather-related phenomena, including thunderstorms, tornadoes, hurricanes, and drought.</li> <li>interpret basic weather maps and make forecasts based on the information presented.</li> </ul>

## Standard 6.6

## Strand: Matter

6.6	The student will investigate and understand the properties of air and the structure and dynamics of Earth’s atmosphere. Key concepts include a) air as a mixture of gaseous elements and compounds; b) pressure, temperature, and humidity; c) atmospheric changes with altitude; d) natural and human-caused changes to the atmosphere and the importance of protecting and maintaining air quality; e) the relationship of atmospheric measures and weather conditions; and f) basic information from weather maps, including fronts, systems, and basic measurements.
<b>Essential Understandings</b>	<b>Essential Knowledge, Skills, and Processes</b>
<p>Naturally occurring ozone is also found in the upper atmosphere and helps to shield Earth from ultraviolet radiation.</p> <ul style="list-style-type: none"><li>• Maintaining good air quality is a crucial goal for modern society, and it is everyone’s responsibility to work toward it.</li><li>• Weather maps show much useful information about descriptive air measurements, observations, and boundaries between air masses (fronts). The curved lines showing areas of equal air pressure and temperature are key features of weather maps. Weather maps are important for understanding and predicting the weather.</li></ul>	<ul style="list-style-type: none"><li>• map the movement of cold and warm fronts and interpret their effects on observable weather conditions.</li></ul>

## **Grade Six Science Strand**

### **Living Systems**

The strand begins in second grade and builds from basic to more complex understandings of a system, both at the ecosystem level and at the level of the cell. The concept of kingdoms of organisms and a general classification of organisms are also presented. The other major topics developed in the strand include the types of relationships among organisms in a food chain, different types of environments and the organisms they support, and the relationship between organisms and their nonliving environment. This strand includes science standards 2.5, 3.5, 3.6, 4.5, 5.5, and 6.7.

- 6.7 The student will investigate and understand the natural processes and human interactions that affect watershed systems. Key concepts include
- a) the health of ecosystems and the abiotic factors of a watershed;
  - b) the location and structure of Virginia's regional watershed systems;
  - c) divides, tributaries, river systems, and river and stream processes;
  - d) wetlands;
  - e) estuaries;
  - f) major conservation, health, and safety issues associated with watersheds; and
  - g) water monitoring and analysis using field equipment including hand-held technology.

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### **Overview**

Standard 6.7 is intended to provide students with a basic understanding of how natural processes and human interactions impact watershed systems. This includes an understanding of the physical geography of Virginia's portions of the three major watershed systems (the Chesapeake Bay, the North Carolina sounds, and the Gulf of Mexico) and the various features associated with moving water (surface and groundwater). Wetlands have become an important focus of scientists as we learn their role in flood and erosion control as well as their importance as habitat for many species of living things. Students are introduced to major safety and conservation issues associated with watersheds and become familiar with the testing parameters and tools used in the field. It is intended that students will actively develop scientific investigation, reasoning, and logic skills, and an understanding of the nature of science (6.1) in the context of the key concepts presented in this standard.

<p>6.7 The student will investigate and understand the natural processes and human interactions that affect watershed systems. Key concepts include</p> <ul style="list-style-type: none"> <li>• the health of ecosystems and the abiotic factors of a watershed;</li> <li>• the location and structure of Virginia’s regional watershed systems;</li> <li>• divides, tributaries, river systems, and river and stream processes;</li> <li>• wetlands;</li> <li>• estuaries;</li> <li>• major conservation, health, and safety issues associated with watersheds; and</li> <li>• water monitoring and analysis using field equipment including hand-held technology.</li> </ul>	
<p><b>Essential Understandings</b></p>	<p><b>Essential Knowledge, Skills, and Processes</b></p>
<p>The concepts developed in this standard include the following:</p> <ul style="list-style-type: none"> <li>• An ecosystem is made up of the biotic (living) community and the abiotic (nonliving) factors that affect it. The health of an ecosystem is directly related to water quality.</li> <li>• Abiotic factors determine ecosystem type and its distribution of plants and animals as well as the usage of land by people. Abiotic factors include water supply, topography, landforms, geology, soils, sunlight, and air quality/O<sub>2</sub> availability.</li> <li>• Human activities can alter abiotic components and thus accelerate or decelerate natural processes. For example, people can affect the rate of natural erosion. Plowing cropland can cause greater erosion, while planting trees can prevent it. Flood protection/wetland loss is another example.</li> <li>• A watershed is the land that water flows across or through on its way to a stream, lake, wetland, or other body of water. Areas of higher elevations, such as ridgelines and divides, separate watersheds.</li> <li>• The three major regional watershed systems in Virginia lead to the Chesapeake Bay, the North Carolina sounds, or the Gulf of Mexico.</li> <li>• River systems are made up of tributaries of smaller streams that join along their courses. Rivers and streams generally have wide, flat, border areas, called flood plains, onto which water spills out at times of high flow.</li> </ul>	<p>In order to meet this standard, it is expected that students will</p> <ul style="list-style-type: none"> <li>• comprehend and apply basic terminology related to watersheds.</li> <li>• use topographic maps to determine the location and size of Virginia’s regional watershed systems.</li> <li>• locate their own local watershed and the rivers and streams associated with it.</li> <li>• design an investigation to model the effects of stream flow on various slopes.</li> <li>• analyze and explain the functioning of wetlands and appraise the value of wetlands to humans.</li> <li>• explain what an estuary is and why it is important to people.</li> <li>• propose ways to maintain water quality within a watershed.</li> <li>• explain the factors that affect water quality in a watershed and how those factors can affect an ecosystem.</li> <li>• forecast potential water-related issues that may become important in the future.</li> <li>• locate and critique a media article or editorial (print or electronic) concerning water use or water quality. Analyze and evaluate the science concepts involved.</li> <li>• argue for and against commercially developing a parcel of land</li> </ul>

<p>6.7 The student will investigate and understand the natural processes and human interactions that affect watershed systems. Key concepts include</p> <ul style="list-style-type: none"> <li>• the health of ecosystems and the abiotic factors of a watershed;</li> <li>• the location and structure of Virginia’s regional watershed systems;</li> <li>• divides, tributaries, river systems, and river and stream processes;</li> <li>• wetlands;</li> <li>• estuaries;</li> <li>• major conservation, health, and safety issues associated with watersheds; and</li> <li>• water monitoring and analysis using field equipment including hand-held technology.</li> </ul>	
<b>Essential Understandings</b>	<b>Essential Knowledge, Skills, and Processes</b>
<ul style="list-style-type: none"> <li>• Rivers and streams carry and deposit sediment. As water flow decreases in speed, the size of the sediment it carries decreases.</li> <li>• Wetlands form the transition zone between dry land and bodies of water such as rivers, lakes, or bays. Both tidal and nontidal wetlands perform important water quality functions, including regulating runoff by storing flood waters; reducing erosion by slowing down run-off; maintaining water quality by filtering sediments, trapping nutrients, and breaking down pollutants; and recharging groundwater. They also provide food and shelter for wildlife and fish and nesting and resting areas for migratory birds.</li> <li>• Estuaries perform important functions, such as providing habitat for many organisms and serving as nurseries for their young.</li> <li>• The Chesapeake Bay is an estuary where fresh and salt water meet and are mixed by tides. It is the largest estuary in the contiguous United States and one of the most productive.</li> <li>• Water quality monitoring is the collection of water samples to analyze chemical and/or biological parameters. Simple parameters include pH, temperature, salinity, dissolved oxygen, turbidity, and the presence of macroinvertebrate organisms.</li> </ul>	<p>containing a large wetland area. Design and defend a land-use model that minimizes negative impact.</p> <ul style="list-style-type: none"> <li>• measure, record, and analyze a variety of water quality indicators and describe what they mean to the health of an ecosystem.</li> </ul>

## **Grade Six Science Strand**

### **Interrelationships in Earth/Space Systems**

The strand focuses on student understanding of how Earth systems are connected and how Earth interacts with other members of the solar system. The topics developed include shadows; relationships between the sun and Earth; weather types, patterns, and instruments; properties of soil; characteristics of the ocean environment; and organization of the solar system. This strand includes science standards K.7, 1.6, 2.6, 3.7, 4.6, 4.7, 4.8, 5.6, and 6.8.

6.8 The student will investigate and understand the organization of the solar system and the interactions among the various bodies that comprise it.

Key concepts include

- the sun, moon, Earth, other planets and their moons, dwarf planets, meteors, asteroids, and comets;
- relative size of and distance between planets;
- the role of gravity;
- revolution and rotation;
- the mechanics of day and night and the phases of the moon;
- the unique properties of Earth as a planet;
- the relationship of Earth's tilt and the seasons;
- the cause of tides; and
- the history and technology of space exploration.

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### **Overview**

Standard 6.8 is intended to provide students with a basic understanding of the solar system and the relationships among bodies within the solar system. This standard develops an understanding of Earth as part of the solar system and builds significantly on standards 3.8, 4.7, and 4.8. It is intended that students will actively develop scientific investigation, reasoning, and logic skills, and an understanding of the nature of science (6.1) in the context of the key concepts presented in this standard.

**Standard 6.8**

**Strand: Interrelationships in Earth/Space Systems**

<p>6.8</p>	<p>The student will investigate and understand the organization of the solar system and the interactions among the various bodies that comprise it. Key concepts include</p> <ol style="list-style-type: none"> <li>the sun, moon, Earth, other planets and their moons, dwarf planets, meteors, asteroids, and comets;</li> <li>relative size of and distance between planets;</li> <li>the role of gravity;</li> <li>revolution and rotation;</li> <li>the mechanics of day and night and the phases of the moon;</li> <li>the unique properties of Earth as a planet;</li> <li>the relationship of Earth’s tilt and the seasons;</li> <li>the cause of tides; and</li> <li>the history and technology of space exploration.</li> </ol>
<p><b>Essential Understandings</b></p>	<p><b>Essential Knowledge, Skills, and Processes</b></p>
<p>The concepts developed in this standard include the following:</p> <ul style="list-style-type: none"> <li>The solar system consists of the sun, moon, Earth, other planets and their moons, meteors, asteroids, and comets. Each body has its own characteristics and features.</li> <li>The distance between planets and sizes of the planets vary greatly. The outer, “gas” planets are very large, and the four inner planets are comparatively small and rocky.</li> <li>Gravity is a force that keeps the planets in motion around the sun. Gravity acts everywhere in the universe.</li> <li>Planets revolve around the sun, and moons revolve around planets. A planet rotates upon an axis.</li> <li>A dwarf planet revolves around the sun, and can maintain a nearly round shape as planets do, but it cannot move other objects away from its orbital neighborhood.</li> <li>As Earth rotates, different sides of Earth face toward or away from the sun, thus causing day and night, respectively.</li> <li>The phases of the moon are caused by its position relative to Earth and the sun.</li> <li>Earth is a rocky planet, extensively covered with large oceans of liquid water and having frozen ice caps in its polar regions. Earth has a</li> </ul>	<p>In order to meet this standard, it is expected that students will</p> <ul style="list-style-type: none"> <li>describe the planets and their relative positions from the sun.</li> <li>compare the characteristics of Pluto to the planets and explain its designation as a dwarf planet.</li> <li>design and interpret a scale model of the solar system. (A scale model may be a physical representation of an object or concept. It can also be a mathematical representation that uses factors such as ratios, proportions, and percentages.)</li> <li>explain the role of gravity in the solar system.</li> <li>compare and contrast revolution and rotation and apply these terms to the relative movements of planets and their moons.</li> <li>model and describe how day and night and the phases of the moon occur.</li> <li>model and describe how Earth’s axial tilt and its annual orbit around the sun cause the seasons.</li> <li>describe the unique characteristics of planet Earth.</li> <li>discuss the relationship between the gravitational pull of the moon and the cycle of tides.</li> <li>compare and contrast the ideas of Ptolemy, Aristotle, Copernicus, and</li> </ul>

**Standard 6.8**

**Strand: Interrelationships in Earth/Space Systems**

<p>6.8 The student will investigate and understand the organization of the solar system and the interactions among the various bodies that comprise it. Key concepts include</p> <ul style="list-style-type: none"> <li>a) the sun, moon, Earth, other planets and their moons, dwarf planets, meteors, asteroids, and comets;</li> <li>b) relative size of and distance between planets;</li> <li>c) the role of gravity;</li> <li>d) revolution and rotation;</li> <li>e) the mechanics of day and night and the phases of the moon;</li> <li>f) the unique properties of Earth as a planet;</li> <li>g) the relationship of Earth’s tilt and the seasons;</li> <li>h) the cause of tides; and</li> <li>i) the history and technology of space exploration.</li> </ul>	
<p style="text-align: center;"><b>Essential Understandings</b></p>	<p style="text-align: center;"><b>Essential Knowledge, Skills, and Processes</b></p>
<p>protective atmosphere consisting predominantly of nitrogen and oxygen and has a magnetic field. The atmosphere and the magnetic field help shield Earth’s surface from harmful solar radiation. Scientific evidence indicates that Earth is about 4.5 billion years old.</p> <ul style="list-style-type: none"> <li>• Seasons are caused by a combination of the tilt of Earth on its axis, the curvature of Earth’s surface and, thus, the angle at which sunlight strikes the surface of Earth during its annual revolution around the sun.</li> <li>• Tides are the result of the gravitational pull of the moon and sun on the surface waters of Earth.</li> <li>• The ideas of Ptolemy, Aristotle, Copernicus, and Galileo contributed to the development of our understanding of the solar system.</li> <li>• With the development of new technology over the last half-century, our knowledge of the solar system has increased substantially.</li> </ul>	<p>Galileo related to the solar system.</p> <ul style="list-style-type: none"> <li>• create and interpret a timeline highlighting the advancements in solar system exploration over the past half century. This should include information on the first modern rockets, artificial satellites, orbital missions, missions to the moon, Mars robotic explorers, and exploration of the outer planets.</li> </ul>

## **Grade Six Science Strand**

### **Earth Resources**

The strand focuses on student understanding of the role of resources in the natural world and how people can utilize those resources in a sustainable way. An important idea represented in this strand is the importance of managing resources. This begins with basic ideas of conservation and proceeds to more abstract consideration of costs and benefits. The topics developed include conservation of materials, soil and plants as resources, energy use, water, Virginia's resources, and how public policy impacts the environment. This strand includes science standards K.11, 1.8, 2.8, 3.10, 3.11, 4.9, and 6.9.

- 6.9 The student will investigate and understand public policy decisions relating to the environment. Key concepts include
- a) management of renewable resources;
  - b) management of nonrenewable resources;
  - c) the mitigation of land-use and environmental hazards through preventive measures; and
  - d) cost/benefit tradeoffs in conservation policies.

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**Overview**

Standard 6.9 is intended to develop student understanding of the importance of Earth’s natural resources, the need to manage them, how they are managed, and the analysis of costs and benefits in making decisions about those resources. It applies and builds on the concepts described in several lower grades, especially science standard 4.9. Knowledge gained from this standard will be important to understanding numerous concepts in Life Science and Earth Science. It is intended that students will actively develop scientific investigation, reasoning, and logic skills, and an understanding of the nature of science (6.1) in the context of the key concepts presented in this standard.

<p>6.9 The student will investigate and understand public policy decisions relating to the environment. Key concepts include</p> <ul style="list-style-type: none"> <li>a) management of renewable resources;</li> <li>b) management of nonrenewable resources;</li> <li>c) the mitigation of land-use and environmental hazards through preventive measures; and</li> <li>d) cost/benefit tradeoffs in conservation policies.</li> </ul>	
<p style="text-align: center;"><b>Essential Understandings</b></p>	<p style="text-align: center;"><b>Essential Knowledge, Skills, and Processes</b></p>
<p>The concepts developed in this standard include the following:</p> <ul style="list-style-type: none"> <li>• People, as well as other living organisms, are dependent upon the availability of clean water and air and a healthy environment.</li> <li>• Local, state, and federal governments have significant roles in managing and protecting air, water, plant, and wildlife resources.</li> <li>• Modern industrial society is dependent upon energy. Fossil fuels are the major sources of energy in developed and industrialized nations and should be managed to minimize adverse impacts.</li> <li>• Many renewable and nonrenewable resources are managed by the private sector (private individuals and corporations).</li> <li>• Renewable resources should be managed so that they produce continuously. Sustainable development makes decisions about long-term use of the land and natural resources for maximum community benefit for the longest time and with the least environmental damage.</li> <li>• Regulations, incentives, and voluntary efforts help conserve resources and protect environmental quality.</li> <li>• Conservation of resources and environmental protection begin with individual acts of stewardship.</li> <li>• Use of renewable (water, air, soil, plant life, animal life) and nonrenewable resources (coal, oil, natural gas, nuclear power, and mineral resources) must be considered in terms of their cost/benefit tradeoffs.</li> <li>• Preventive measures, such as pollution prevention or thoughtfully planned and enforced land-use restrictions, can reduce the impact of potential problems in the future.</li> </ul>	<p>In order to meet this standard, it is expected that students will</p> <ul style="list-style-type: none"> <li>• differentiate between renewable and nonrenewable resources.</li> <li>• describe the role of local and state conservation professionals in managing natural resources. These include wildlife protection; forestry and waste management; and air, water, and soil conservation.</li> <li>• analyze resource-use options in everyday activities and determine how personal choices have costs and benefits related to the generation of waste.</li> <li>• analyze how renewable and nonrenewable resources are used and managed within the home, school, and community.</li> <li>• analyze reports, media articles, and other narrative materials related to waste management and resource use to determine various perspectives concerning the costs/benefits in real-life situations.</li> <li>• evaluate the impact of resource use, waste management, and pollution prevention in the school and home environment.</li> </ul>

**Standard 6.9****Strand: Earth Resources**

6.9      The student will investigate and understand public policy decisions relating to the environment. Key concepts include a) management of renewable resources; b) management of nonrenewable resources; c) the mitigation of land-use and environmental hazards through preventive measures; and d) cost/benefit tradeoffs in conservation policies.	
<b>Essential Understandings</b>	<b>Essential Knowledge, Skills, and Processes</b>
• Pollution prevention and waste management are less costly than cleanup.	