

SCIENCE – Extended Grade Band Instructional Examples: 10

Model Academic Standard A: Science Connections B: Nature of Science

NOTE: Extended Grade Objectives **A: Science Connections** and **B: Nature of Science** are combined into a single Extended Grade Objective consistent with the combined reporting in the general education assessments.

EXTENDED GRADE BAND OBJECTIVE: A-B1			
Use Models to Demonstrate Knowledge of Scientific Concepts			
Instructional Achievement Descriptors			
Advanced	Proficient	Basic	Minimal
<i>Construct and use a model to demonstrate knowledge of scientific concepts</i>	<i>Use models to demonstrate knowledge of scientific concepts</i>	<i>Recognize that a scientific model is composed of different parts</i>	<i>Recognize that models exist</i>
Provide student with a model of the human body including major internal and external parts (heart, liver, lungs, arms, etc). Have the student identify different parts of the body (internal and external). Remove parts from the body and have student assemble the model.	Provide student with a model of the human body including major internal and external parts (heart, liver, lungs, arms, etc). Have student identify different parts of the body (internal and external).	Provide student with a jigsaw puzzle of the human body. Have student assemble the puzzle correctly.	Provide student with an assortment of pictures, Have student identify the pictures that represent body parts (arm, legs, head, etc.).
Provide student with a picture of the solar system. Discuss that the solar system is very large. The picture is a model of the solar system that allows us to see the whole system. Using the picture as a guide, have student draw a picture of the solar system.	Provide student with a picture of the solar system. Discuss that the solar system is very large. The picture is a model of the solar system that allows us to see the whole system. Have student identify the planets, earth, moon, sun, and stars on the picture.	Provide student with a picture of the solar system. Discuss that the solar system is very large. The picture is a model of the solar system that allows us to see the whole system. Have student identify the earth, moon, and sun on the picture.	Provide student with a picture of the solar system. Discuss that the solar system is very large. The picture is a model of the solar system that allows us to see the whole system. Have student identify the earth and sun on the picture.
Provide student with a picture of a plant and a real plant it represents. Have student compare the picture to the plant identifying corresponding parts of the plants. Have student create another model.	Provide student with a picture of a plant and the real plant it represents. Have student compare the picture to the plant identifying corresponding parts of the plants.	Provide student with a picture of a plant and pictures of the individual parts of the plant. Have student assemble plant parts in correct order to form a plant using the completed plant picture as a guide.	Provide student with a picture of a plant and pictures of the individual parts of the plant. Have student match the plant parts to the corresponding parts on the picture of the plant.

Discuss how we can study speed, distance, and motion using models. Provide student with ramps and toy cars. Have student experiment to determine change of speed and distance by raising and lowering the ramp. Have student graph results and create a conclusion.	Discuss how we can study speed, distance, and motion using models. Provide student with ramps and toy cars. Have student experiment to determine change of speed and distance by raising and lowering the ramp. Have student record speed and mark the distances.	Discuss how we can study speed, distance, and motion using models. Provide student with ramps and toy cars. Have student experiment to determine change of speed and distance by raising and lowering the ramp. Have student mark distance each car travels.	Discuss how we can study speed, distance, and motion using models. Provide student with ramps and toy cars. Have student experiment to determine change of speed and distance by raising and lowering the ramp.
Discuss how natural disasters can be studied using scientific experiments. Have student complete experiment that replicates a volcanic eruption. Have student create a model and explain the volcanic eruption process and damage that could be done as a result of a volcanic eruption.	Discuss how natural disasters can be studied using scientific experiments. Have student complete experiment that replicates a volcanic eruption. Have student identify damage that could be done as a result of a volcanic eruption.	Discuss how natural disasters can be studied using scientific experiments. Have student observe experiment that replicates a volcanic eruption. Student will identify when the chemical reaction takes place.	Discuss how natural disasters can be studied using scientific experiments. Have student observe experiment that replicates a volcanic eruption.

Model Academic Standard C: Science Inquiry

<i>EXTENDED GRADE BAND OBJECTIVE: C1</i>			
Follow Directions to Complete Basic Steps of Science Inquiry			
<i>Instructional Achievement Descriptors</i>			
Advanced	Proficient	Basic	Minimal
<i>Follow steps of science inquiry (What did they do, see, use and what happened?)</i>	<i>Follow directions to complete basic steps of science inquiry (What did they do and see and what happened?)</i>	<i>Participate in two or more basic steps of science inquiry</i>	<i>Attend to one or more basic steps of science inquiry</i>
Use questioning strategies to make sure student know the meaning of safety symbols. Provide scenarios for laboratory situations demonstrating appropriate safety techniques for clothing and eye protection, and fire safety. Have student role play scenarios. After the role play, have student identify the safety rules depicted.	Use questioning strategies to make sure student know the meaning of safety symbols. Provide scenarios of laboratory situations demonstrating appropriate safety techniques for clothing and eye protection, and fire safety. Have student role play the scenarios.	Model safety objects and procedures for use during science class. Provide student with a variety of safety items. Have student identify a safety object on request and demonstrate its use.	Model safety objects and procedures for use during science class. Provide student with a variety of safety items. Have student identify a safety object on request.
Discuss that there is a hypothesis that a person's wingspan equals their height. Have student work in pairs to measure and record the wingspan (tip of middle finger to tip of other middle finger when arms are extended straight out laterally) and height of each other. Record class results on a chart. Determine if the experiment proves or disproves the hypothesis.	Discuss that there is a hypothesis that a person's wingspan equals their height. Have student work in pairs to measure and record the wingspan (tip of middle finger to tip of other middle finger when arms are extended straight out laterally) and height of each other. Determine if the hypothesis is true for each other.	Discuss that there is a hypothesis that a person's wingspan equals their height. Measure the wingspan (tip of middle finger to tip of other middle finger when arms are extended straight out laterally) and height of the student. Put a black mark on the measurement tool for length of wingspan and height of the student. Have student identify if the marks are in the same place.	Discuss that there is a hypothesis that a person's wingspan equals their height. Measure the wingspan (tip of middle finger to tip of other middle finger when arms are extended straight out laterally) and height of the student. Put a black mark on the measurement tool for length of wingspan and height of the student. Have student identify where the marks are on the measurement tool.
Demonstrate chemical reaction experiment and discuss. Have student form a hypothesis. Have the student perform a simple experiment that produces another chemical reaction (Mentos and Coca Cola). Record results and compare results to their hypothesis. Compare results to the demonstration experiment.	Demonstrate chemical reaction experiment and discuss. Have student form a hypothesis. Have the student perform a simple experiment that produces another chemical reaction (Mentos and Coca Cola). Record results and compare results to their hypothesis.	Demonstrate chemical reaction experiment and discuss. Have the student perform a simple experiment that produces another chemical reaction (Mentos and Coca Cola). Have student identify what happened.	Demonstrate chemical reaction experiment and discuss. Have the student perform a simple experiment that produces another chemical reaction (Mentos and Coca Cola).

<p>Demonstrate how to read the nutritional information on a food label and discuss what carbohydrates, fats, and calories mean in terms of health and weight gain. Provide student with 3 empty food containers or packages. Have student locate the nutrition label on each container and record total calories, carbohydrates (g), and fats (g) for each item on a provided table. Using the information from the chart, have student compare nutritional information and determine which foods are most healthful and justify their choice.</p>	<p>Demonstrate how to read the nutritional information on a food label and discuss what carbohydrates, fats, and calories mean in terms of health and weight gain. Provide student with three empty food containers or packages. Have student locate the nutrition label on each container and record total calories, carbohydrates (g), and fats (g) for each item on a provided table. Using the information from the chart, have student compare nutritional information and determine which foods are most healthful.</p>	<p>Discuss the importance of a balanced meal. Present representations for each of the food groups. Give student a variety of food choices and have student select a food item to match the representation of each food group. Have the student indicate when he or she has chosen a balanced meal.</p>	<p>Discuss the importance of a balanced meal. Present representations for each of the food groups. Give student a variety of food choices and have student select a food item to match the representation of each food group.</p>
<p>Provide student with directions and materials for a photosynthesis experiment that shows the amount of oxygen the plant gives off. Have student hypothesize how many air bubbles (few or many) the plant will produce. Have the student perform the experiment and record results. Determine if the hypothesis was correct. Compare their results with other classmates.</p>	<p>Provide student with directions and materials for a photosynthesis experiment that shows the amount of oxygen the plant gives off. Have student hypothesize how many air bubbles (few or many) the plant will produce. Have the student perform experiment and record results. Determine if the hypothesis was correct.</p>	<p>Provide list (written or picture) of equipment and materials needed to perform a photosynthesis experiment. Have student identify the equipment needed and observe experiment. Have student identify what happened.</p>	<p>Have student observe a basic experiment on photosynthesis and identify what they see.</p>

<p>Provide instruction on the scientific principle of how thermometers work. Have student form a hypothesis about what will happen to the liquid in the thermometer when it is placed in substances of varying temperatures. Perform experiment to demonstrate the movement (up or down) of the liquid depending on the temperature of the substance. Place thermometer in substances of different temperatures (tap water – warm and cold, ice cubes, food products, etc.). Have student observe and record the movement of the liquid (up or down) for each substance. Determine if experiment proved/disproved their hypothesis. Form a conclusion statement.</p>	<p>Provide instruction on the scientific principle of how thermometers work. Have student form a hypothesis about what will happen to the liquid in the thermometer when it is placed in substances of varying temperatures. Perform experiment to demonstrate the movement (up or down) of the liquid depending on the temperature of the substance. Place thermometer in substances of different temperatures (tap water –warm and cold, ice cubes, food products, etc.). Have student observe and record the movement of the liquid (up or down) for each substance. Determine if experiment proved or disproved their hypothesis.</p>	<p>Provide instruction on the scientific principle of how thermometers work. Perform experiment to demonstrate the movement (up or down) of the liquid depending on the temperature of the substance. Place thermometer in substances of different temperatures (tap water –warm and cold, ice cubes, food products, etc.). Have student observe and identify if the liquid went up or down for each substance.</p>	<p>Provide instruction on the scientific principle of how thermometers work. Perform experiment to demonstrate the movement (up or down) of the liquid depending on the temperature of the substance. Place thermometer in substances of different temperatures (tap water –warm and cold, ice cubes, food products, etc.). Have students observe and identify if the liquid moved or changed.</p>
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Model Academic Standard D: Physical Science

Objective/Subskills: Structure of Atoms and Matter – Chemical Reactions - Motion and Forces – Conservation of Energy and the Increase in Disorder – Interactions of Matter and Energy

EXTENDED GRADE BAND OBJECTIVE: D1a:

Identify Types of Energy Needed by Multiple Kinds of Organisms

Instructional Achievement Descriptors

Advanced	Proficient	Basic	Minimal
<i>List organisms and types of energy needed</i>	<i>Identify energy needed by multiple kinds of organisms</i>	<i>Match types of energy needed with animals and humans that need them</i>	<i>Recognize that humans need food</i>
Provide instruction and discussion on the food chain. Give various examples and show video on the food chain. Have students find numerous pictures/photos of organisms and make a food chain of at least five levels. Have student identify producer, primary, secondary, and tertiary consumers in each food chain.	Provide instruction and discussion on the food chain. Give various examples and show video on the food chain. Have students find numerous pictures/photos of organisms and make a food chain of at least five levels.	Provide instruction and discussion on the food chain. Give various examples and show video on the food chain. Provide students with pictures of animals and have students match which animal would consume another animal.	Provide instruction and discussion on the food chain. Include how humans consume numerous plants and animals. Have students identify foods they have eaten recently. Discuss the source for each of the foods. Provide various photos of plants and animals that are food sources. Have students choose which photos are sources of food for them.
Discuss the relationship between energy consumed (food) and energy burned (exercise) recognizing that different levels of activity require different nutritional consumption as a source of energy (calories). Invite an athletic trainer to class to discuss nutrition and energy as it relates to sports and physical activity. Student will generate questions to ask the speaker. Have student list what they ate at a recent meal. Guide the student in estimating the calories consumed. Discuss the physical activity needed to burn the calories consumed. Have student identify if more calories are needed or more exercise is needed to be healthy.	Discuss the relationship between energy consumed (food) and energy burned (exercise) recognizing that different levels of activity require different nutritional consumption as a source of energy (calories). Invite an athletic trainer to class to discuss nutrition and energy as it relates to sports and physical activity. Student will generate questions to ask the speaker. Have student list what they ate at a recent meal. Guide the student in estimating the calories consumed. Discuss the physical activity needed to burn the calories consumed.	Discuss the relationship between energy consumed (food) and energy burned (exercise) recognizing that different levels of activity require different nutritional consumption as a source of energy (calories). Invite an athletic trainer to class to discuss nutrition and energy. Have student identify foods they eat and what they do for exercise. Have student recognize that they need both.	Discuss the relationship between energy consumed (food) and energy burned (exercise) recognizing that different levels of activity require different nutritional consumption as a source of energy (calories). Have student identify foods they eat and what they do for exercise.

<p>Provide instruction and discussion on nutritional needs and human diet. Provide instruction on food labeling and the essential substances called nutrients (vitamins, minerals, and proteins, etc). Given examples of food (candy bar, crackers, etc.). Have students locate the nutritional label. Provide students with a chart to record the most common nutrients. Compare the percent of nutrients in each food to determine “healthiest choices.” Have student justify their answer using specific nutritional information from the label.</p>	<p>Provide instruction and discussion on nutritional needs and human diet. Provide instruction on food labeling and the essential substances called nutrients (vitamins, minerals, and proteins, etc). Given examples of food (candy bar, crackers, etc.) have students locate the nutritional label. Provide students with a chart to record the most common nutrients. Compare the percent of nutrients in each food to determine “healthiest choices.”</p>	<p>Provide instruction and discussion on nutritional needs and human diet. Provide instruction on food labeling and the essential substances called nutrients (vitamins, minerals, and proteins, etc). Given examples of food (candy bar, crackers, etc.), have students locate the nutritional label.</p>	<p>Provide instruction and discussion on basic nutrition needs and how we get our energy. Provide various examples of typical snack choices, healthy and unhealthy. Discuss differences and have students identify the healthier choices.</p>
<p>Provide instruction and discussion on types of energy needed by multiple kinds of organisms. Brainstorm as a class 25 organisms and their sources of food/energy. Student will choose a minimum of 8 of the 25 organisms and create a bingo board with a corresponding answer key of the energy sources (words or pictures) identifying type of energy each organism needs.</p>	<p>Provide instruction and discussion on types of energy needed by multiple kinds of organisms. Brainstorm as a class 25 organisms and their sources of food (i.e., mammals need food; plants need water and sunlight, etc.). Student will play a “bingo” game where student matches the organisms that are on the board with the energy sources indicated by the teacher.</p>	<p>Provide instruction and discussion on types of energy needed by multiple kinds of organisms. Have student play a matching game where student match an organism with its energy sources.</p>	<p>Provide instruction and discussion on types of energy needed by multiple kinds of organisms. Provide samples of different types of foods eaten by various organisms (cat food, fish food, soil, hay, corn, grasses, and various human foods). Have student choose the foods humans eat to get energy.</p>
<p>Provide instruction on the bodies need for fluids and the recommended amount each day. For one week, have student keep track of the types of beverages they drink. Have student bring in empty containers for the identified beverages. Have student read label to identify the amount of sugar and water in each drink and record on a T-chart. Identify the drinks with highest sugar content. Discuss the effects of sugar on the body. Have student identify the healthy way to meet the daily-recommended fluid intake using the information from the chart.</p>	<p>Provide instruction on the bodies need for fluids and the recommended amount each day. Have student identify how much they think they drink each day and what they drink (water, milk, soda, juice, energy drinks, etc.). Discuss nutritional content of each of the drinks. Have student bring in empty containers for the identified drink. Have student read label to identify the amount of sugar and water and record on a T-chart. Identify the drinks with highest sugar content. Discuss the effects of sugar on the body. Have student identify the healthiest drink.</p>	<p>Provide instruction on the bodies need for fluids and the recommended amount each day. Have student identify what they drink each day (water, milk, soda, juice, energy drinks, etc.). Discuss nutritional content of each of the drinks. Have student make a collage of healthy and unhealthy drinks.</p>	<p>Provide instruction on the bodies need for fluids and the recommended amount each day. Have student identify what they drink each day (water, milk, soda, juice, energy drinks, etc.). Discuss nutritional content of each of the drinks. Have student choose what the healthy beverage to drink each day is.</p>

Model Academic Standard D: Physical Science

Objective/Subskills: Structure of Atoms and Matter – Chemical Reactions - Motion and Forces – Conservation of Energy and the Increase in Disorder – Interactions of Matter and Energy <i>EXTENDED GRADE BAND OBJECTIVE: D1b:</i> Use Principles of Force and Motion			
<i>Instructional Achievement Descriptors</i>			
Advanced	Proficient	Basic	Minimal
<i>Apply principles of force and motion</i>	<i>Use principles of force and motion</i>	<i>Predict the motion of an object</i>	<i>Identify up and down movement</i>
<p>Present an object that can be pushed (grocery cart, trash cart, rolling chair, library cart). Have student take turns pushing the cart along an obstacle course while a peer records their time using a stopwatch. Have each student push the cart two times, once with no weight added and once with weight added-such as a person sitting on the rolling chair or heavy items in the grocery cart. Record student's time on a chart. Discuss the patterns that emerged and student's experience applying different forces. Guide student in developing a principle of force and motion.</p>	<p>Present an object that can be pushed (grocery cart, trash cart, rolling chair, library cart). Have student take turns pushing the cart along an obstacle course while a peer records their time using a stopwatch. Have each student push the cart two times, once with no weight added and once with weight added-such as a person sitting on the rolling chair or heavy items in the grocery cart. Record student's time on a chart. Discuss the patterns that emerged and student's experience applying different forces.</p>	<p>Present an object that can be pushed (grocery cart, trash cart, rolling chair, library cart). Have student take turns pushing the cart along an obstacle course. Have each student push the cart two times, once with no weight added and once with weight added-such as a person sitting on the rolling chair or heavy items in the grocery cart. Have student discuss what happened when they pushed each object.</p>	<p>Present an object that can be pushed (grocery cart, trash cart, rolling chair, library cart). Have student take turns pushing the cart along an obstacle course. Have each student push the cart two times, once with no weight added and once with weight added-such as a person sitting on the rolling chair or heavy items in the grocery cart. Have student identify which was easier to push, cart with or without weight.</p>
<p>Introduce magnets and how magnets have strong forces that cause objects to be attracted (iron and steel) or repelled (plastic, wood, glass). Discuss magnetic field, north and south pole of a magnet. Experiment with a magnet, magnetic and non-magnetic objects. Have student identify where the magnetic field is the strongest.</p>	<p>Introduce magnets and how magnets have strong forces that cause objects to be attracted (iron and steel) or repelled (plastic, wood, glass). Discuss magnetic field, north and south pole of a magnet. Experiment with a magnet, magnetic and non-magnetic objects.</p>	<p>Introduce magnets and how magnets have strong forces that cause objects to be attracted (iron and steel) or repelled (plastic, wood, glass). Experiment with a magnet, paper, and paper clips.</p>	<p>Introduce magnets and how magnets have strong forces that cause objects to be attracted (iron and steel) or repelled (plastic, wood, glass). Experiment with a magnet.</p>

<p>Bring in a model train. Have student assemble a track and hook up transformer and place the train cars on the track. Discuss what makes the train move around the track. Have student operate the train experimenting with changes in speed, number of cars on the track, shape of the track (curves). Observe when the train derails. Problem-solve what made the train derail. Guide student to develop principle of force, speed, mass, and motion.</p>	<p>Bring in a model train. Have student assemble a track and hook up transformer and place the train cars on the track. Discuss what makes the train move around the track. Have student operate the train experimenting with changes in speed, number of cars on the track, shape of the track (curves). Observe when the train derails. Problem-solve what made the train derail.</p>	<p>Bring in a model train. Have student assemble a track and place the train cars on the track. Discuss what makes the train move around the track. Have student operate the train experimenting with changes in speed, number of cars on the track. Observe and identify what happens with the changes (fast, slow, on track, off track).</p>	<p>Bring in a model train. Have student operate the train experimenting with changes in speed, number of cars on the track. Identify what they see.</p>
<p>Discuss that one way heat energy can be transferred is through conduction. Provide student with three spoons – wooden, plastic, and metal – and a pot of very warm water. Have students predict which spoon will be the best conductor of heat and record it. Place all three spoons in the pot and wait one minute. Have student carefully touch each spoon and determine which spoon is the hottest and which spoon is the coolest. Record the findings and compare to the predictions. Have students determine which type of cooking utensils are the safest to use when cooking. Find additional materials in the classroom that will and will not conduct heat.</p>	<p>Discuss that one way heat energy can be transferred is through conduction. Provide student with three spoons – wooden, plastic, and metal – and a pot of very warm water. Have student predict which spoon will be the best conductor of heat and record it. Place all three spoons in the pot and wait one minute. Have student carefully touch each spoon and determine which spoon is the hottest and which spoon is the coolest. Record the findings and compare to the predictions. Have student determine which type of cooking utensils are the safest to use when cooking.</p>	<p>Discuss that one way heat energy can be transferred is through conduction. Provide student with two spoons, one metal and one wood, and a pot of very warm water. Place the two spoons in the pot and wait one minute. Have student carefully touch each spoon and determine which spoon is the hottest and which spoon is the coolest. Have student identify which spoon is the safest to use when cooking based on the ability to conduct heat.</p>	<p>Discuss that one way heat energy can be transferred is through conduction. Provide student with two spoons, one metal and one wood, and a pot of very warm water. Place the two spoons in the pot and wait one minute. Have student carefully touch each spoon and identify which spoon is the hottest and which spoon is the coolest.</p>

<p>Invite a driver education instructor into the classroom to discuss the importance of wearing seatbelts. Show video of car accidents involving people wearing vs. not wearing seatbelts. Relate the information to the principals of force and motion. Simulate seatbelt use or have student relate experiences or consequences of wearing vs. not wearing a seatbelt. Guide student in developing principle of force and motion related to seatbelt use.</p>	<p>Invite a driver education instructor into the classroom to discuss the importance of wearing seatbelts. Show video of car accidents involving people wearing vs. not wearing seatbelts. Relate the information to the principals of force and motion. Simulate seatbelt use or have student relate experiences or consequences of wearing vs. not wearing a seatbelt.</p>	<p>Invite a driver education instructor into the classroom to discuss the importance of wearing seatbelts. Show video of car accidents involving people wearing vs. not wearing seatbelts. Model proper use of a seatbelt. Have student demonstrate the proper use of a seatbelt.</p>	<p>Discuss the importance of wearing a seatbelt and provide demonstration to illustrate proper use. Have the student identify a seatbelt from a variety of objects.</p>
<p>Discuss principles of force acting on a body and the motion of that body. Provide student with materials to make a marshmallow launcher (can purchase at a craft store). Have student hypothesize how far they think the marshmallows will travel. Include discussion about variables (wind factor, length of tube, how hard you blow, etc.). Have student launch marshmallows experimenting with different force, wind, tube length, etc. Observe and record data. Compare the data to the hypothesis and develop a principle of force and motion.</p>	<p>Discuss principles of force acting on a body and the motion of that body. Provide student with materials to make a marshmallow launcher (can purchase at a craft store). Have student hypothesize how far they think the marshmallows will travel. Include discussion about variables (wind factor, length of tube, how hard you blow, etc.). Have student launch marshmallows experimenting with different force, wind, tube length, etc. Observe and record data. Guide student in developing a principle of force and motion.</p>	<p>Discuss principles of force acting on a body and the motion of that body. Provide student with materials to make a marshmallow launcher (can purchase at a craft store). Have student launch marshmallows experimenting with different force, wind, tube length, etc. Observe and tell what happened.</p>	<p>Discuss principles of force acting on a body and the motion of that body. Provide student with materials to make a marshmallow launcher (can purchase at a craft store). Have student launch marshmallows and identify the direction of the marshmallows as they are launched.</p>

Model Academic Standard E: Earth and Space Science

Objective/Subskills: Energy in the Earth System – Geochemical Cycles – The Origin and Evolution of the Earth System – The Origin and Evolution of the Universe

EXTENDED GRADE BAND OBJECTIVE: E1a:

Identify Earth’s Position within the Solar System

Instructional Achievement Descriptors

Advanced	Proficient	Basic	Minimal
<i>Illustrate earth’s relationship to the moon and sun</i>	<i>Identify earth’s position within the solar system</i>	<i>Identify earth and sun</i>	<i>Recognize earth as a planet</i>
<p>Research and discuss information about planet size, physical characteristics, location, and earth’s relationship to moon and sun. Record information on a graphic organizer. Using information from the graphic organizer, have student create a mural of the solar system.</p>	<p>Research and discuss information about the various planets (size, color, identifying characteristics, and location in the solar system). Record information on a graphic organizer. Practice identifying the planets by physical characteristics (size, shape, color, rings, etc.). Using pre-made models of planets and sun have student create a model of the solar system.</p>	<p>Research and discuss information about the earth and the sun (size, color, identifying characteristics, and location in the solar system). Practice identifying the earth and sun by its physical characteristics. Provide pictures of the earth, the sun, and the moon. Have the student identify the picture of the earth and the sun.</p>	<p>Research and discuss information about the earth. Practice identifying the earth by physical characteristics. Provide pictures of the earth, sun, and moon. Have student identify the picture of the earth.</p>
<p>Have student observe the moon each night for a month. As a class create a visual (pictures or drawings) of what is seen each night. Record observations on a chart including the date. At the end of the month have student determine if they see a pattern. (Use the following website: http://stardate.org/nightsky/moon). Discuss the phases of the moon. Use a globe and a light source to simulate the phases of the moon. Have student create a picture book that incorporates the phases of the moon.</p>	<p>Have student observe the moon each night for a month. As a class create a visual (pictures or drawings) of what is seen each night. Record observations on a chart including the date. At the end of the month have students determine if they see a pattern. (Use the following website: http://stardate.org/nightsky/moon). Discuss the phases of the moon. Use a globe and a light source to simulate the phases of the moon. Have student identify the four main phases of the moon.</p>	<p>Have student observe the moon each night for a month. As a class create a visual (pictures or drawings) of what is seen each night. Record observations on a chart including the date. (Use the following website: http://stardate.org/nightsky/moon). Provide pictures of the full moon, sun and earth. Have student identify the sun, earth, and moon.</p>	<p>Use the following website: http://stardate.org/nightsky/moon to look at the phases of the moon. Provide pictures of the full moon and earth. Have student identify the moon.</p>

<p>Watch a video about the solar system. After the video discuss earth's rotation and it's relation to the moon and the sun. Group students in groups of three and label them as earth, moon, and sun. Have student physically demonstrate positions and rotation of the earth in relation to moon and sun.</p>	<p>Watch a video about the solar system. After the video discuss the order of planets and relation of their position to the sun. Assign student a planet or the sun to represent. Have student demonstrate the location of the planets and sun in the solar system by physically aligning themselves in the correct order.</p>	<p>Watch a video about the solar system. After the video discuss the location of the planet earth in relation to the sun. Assign student the earth or the sun to represent. Have student demonstrate the location of the sun and the earth on a large oval that represents the orbit of the earth.</p>	<p>Watch a video about the solar system. After the video discuss the location of the planet earth in relation to the sun. Provide a picture depicting the earth's location around the sun. Have the student identify the earth.</p>
<p>Discuss mnemonics and how they can help memorize factual information and lists. Introduce students to the mnemonic for memorizing the order of the planets and earth's position within the order (My Very Elegant Mother Just Sat Upon Nine Porcupines). Have student practice using the mnemonic to recall the names and the order of the planets. Have student create a different mnemonic to use in recalling planet names and order.</p>	<p>Discuss mnemonics and how they can help memorize factual information and lists. Introduce student to the mnemonic for memorizing the order of the planets and earth's position within the order (My Very Elegant Mother Just Sat Upon Nine Porcupines). Have student practice using the mnemonic to recall the names and the order of the planets.</p>	<p>Introduce student to a model of the sun and the earth. Explore the movement of the earth around the sun explaining that the earth moves and the sun does not. Have student identify the sun and the earth using the model and pictures.</p>	<p>Introduce the concept of planets through discussion, pictures, illustrations, etc. Introduce a globe and discuss how the globe represents our planet Earth. Provide pictures of our planet (Earth) and another common planet (Mars). Have student identify and match the picture of the planet earth to the globe.</p>
<p>Discuss the fact that the earth's orbit around the sun is elliptical and that the position of the earth's axis in relationship to the sun, determines the seasons. The seasons are caused by the 23½ degrees tilt of the earth's axis and the orbit around the sun. Have student use a search engine to research the earth's position relative the sun during the various seasons. Print pictures and create a mural depicting the position of the earth in relation to the sun during each season in order of occurrence.</p>	<p>Discuss the fact that the earth's orbit around the sun is elliptical and that the position of the earth's axis in relationship to the sun, determines the seasons. The seasons are caused by the 23½ degrees tilt of the earth's axis and the orbit around the sun. Have student use a search engine to research the earth's position relative to the sun during the various seasons. Have student match the season to the picture that depicts the appropriate position of the earth to the sun.</p>	<p>Discuss the fact that the earth's orbit around the sun is elliptical and the tilt of the earth in relationship to the sun determines the seasons. Using sets of pictures from the internet of the earth and the sun during various seasons, have student identify the sun and the earth in each set of pictures</p>	<p>Discuss the fact that the earth's orbit around the sun is elliptical and the tilt of the earth in relationship to the sun determines the seasons. Using sets of pictures from the internet of the earth and the sun during various seasons, have student identify the earth in each set of pictures</p>

Model Academic Standard E: Earth and Space Science

Objective/Subskills: Energy in the Earth System – Geochemical Cycles – The Origin and Evolution of the Earth System – The Origin and Evolution of the Universe

EXTENDED GRADE BAND OBJECTIVE: E1b:

Identify a Natural Disaster and Its Consequences

Instructional Achievement Descriptors

Advanced	Proficient	Basic	Minimal
<i>Identify different kinds of natural disasters and their consequences</i>	<i>Identify a natural disaster and its consequences</i>	<i>Recognize consequences of natural disasters</i>	<i>Recognize natural disasters</i>
During tornado awareness week, invite a local weatherperson to visit the class and give a presentation on tornados. Include what causes tornados, weather alerts, visible signs, possible damage, and what to do in case of a tornado. After presentation have student learn about the plan for a tornado drill in the school and present it to the class.	During tornado awareness week, invite a local weatherperson to visit the class and give a presentation on tornados. Include what causes tornados, weather alerts, visible signs, possible damage, and what to do in case of a tornado. After presentation have student design tornado awareness posters.	During tornado awareness week, invite a local weatherperson to visit the class and give a presentation on tornados. Include what causes tornados, weather alerts, visible signs, possible damage, and what to do in case of a tornado. After presentation have student practice the tornado drill for the school.	During tornado awareness week, invite a local weatherperson to visit the class and give a presentation on tornados. Include what causes tornados, weather alerts, visible signs, possible damage, and what to do in case of a tornado. After presentation have student identify a picture of a tornado.
Have the class create a model city that will experience an earthquake. Class will be provided with toy buildings, trees, cars, etc. that will be used to create a city that is built on a shakable surface (such as plywood, tabletop, etc.). Have students take turns shaking the city using varying levels to simulate earthquakes of different strengths on the Richter Scale. Student will identify impact on homes, jobs, and lifestyle for three different strengths of an earthquake.	Have the class create a model city that will experience an earthquake. Class will be provided with toy buildings, trees, cars, etc. that will be used to create a city that is built on a shakable surface (such as plywood, tabletop, etc.). Have students take turns shaking the city using varying levels to simulate earthquakes of different strengths on the Richter Scale. Student will identify impact on homes, jobs, and lifestyle.	Have the class create a model city that will experience an earthquake. Class will be provided with toy buildings, trees, cars, etc. that will be used to create a city that is built on a shakable surface (such as plywood, tabletop, etc.). Have students take turns shaking the city to simulate earthquakes. Have student identify what happened to buildings, cars, and trees.	Have the class create a model city that will experience an earthquake. Class will be provided with toy buildings, trees, cars, etc. that will be used to create a city that is built on a shakable surface (such as plywood, tabletop, etc.). Have students take turns shaking the city to simulate earthquakes. Have student identify what happened to buildings.

<p>Have student respond to the question, “What’s in the air besides air?” Record responses. Provide each student with a paper plate. Have student spread a thin layer of petroleum jelly on each paper plate. Place the plates in different places, inside and outside the school. Label each plate with its locations. Have student predict what they might find on the plate the next day. One day later collect the plates. Have students identify what is on the plates. Use naked eye, a hand lens, and a microscope to see what is on the plates. Have student compare inside and outside plates. Discuss the consequences of polluted air.</p>	<p>Have student respond to the question, “What’s in the air besides air?” Record responses. Provide each student with a paper plate. Have student spread a thin layer of petroleum jelly on each paper plate. Place the plates in different places, inside and outside the school. Label each plate with its location. Have student predict what they might find on the plate the next day. One day later collect the plates. Have student identify what is on the plates. Use naked eye, a hand lens, and a microscope to see what is on the plates. Discuss the consequences of polluted air.</p>	<p>Provide student with a paper plate. Have student spread a thin layer of petroleum jelly on paper plate. Place the plates in a spot outside the school where it will not be disturbed. One day later collect the plate. Have student identify what they see on the plate and if the plate is clean or dirty. Discuss pollution.</p>	<p>Provide student with a paper plate. Have student spread a thin layer of petroleum jelly on paper plate. Place the plates in a spot outside the school where it will not be disturbed. One day later collect the plate. Provide a plate with petroleum jelly that has not been outside. Have student identify which plate looks cleaner.</p>
<p>Discuss types of severe weather that occur in our area (blizzards, floods, tornados, high winds, drought, etc.). Create a columned chart with a column for each type of weather. Have student identify the consequences of each condition on homes, plants, trees, soil, lakes and rivers, and people. Have students identify the common elements between the various severe weather conditions.</p>	<p>Discuss types of severe weather that occur in our area (blizzards, floods, tornados, high winds, drought, etc.). Create a columned chart with a column for each type of weather. Have student identify the consequences of each condition on homes, plants, trees, soil, lakes and rivers, and people.</p>	<p>Discuss types of severe weather that occur in our area (blizzards, floods, tornados, high winds, drought, etc.). Provide student with pictures depicting each of the weather conditions. Have the student identify the picture of a requested weather condition.</p>	<p>Discuss types of severe weather that occur in our area (blizzards, floods, tornados, high winds, drought, etc.). Provide student with pictures depicting each of the weather conditions. Have the student identify the picture of a requested weather condition when given a choice of two pictures.</p>

Model Academic Standard F: Life and Environmental Science

Objective/Subskills: The Cell – The Molecular Basis of Heredity – Biological Evolution – The Interdependence of Organisms – Matter, Energy, and Organization in Living Systems – The Behavior of Organisms

EXTENDED GRADE BAND OBJECTIVE: F1a

Recognize That Adaptations Are Part of Natural Process

Instructional Achievement Descriptors

Advanced	Proficient	Basic	Minimal
<i>Explain why organisms adapt</i>	<i>Recognize that adaptations are part of natural processes</i>	<i>Recognize that animals that live in different locations look different</i>	<i>Identify basic habitats</i>
Discuss various regions of our country. Provide student with pictures of the types of clothing, housing, transportation, and food found in various regions. Have student identify why (climate, resources, terrain, etc.) people dress, eat, and live differently in other parts of the country. Identify how people need to adapt if they move from one region to another.	Discuss various regions of our country. Provide student with pictures of the types of clothing, housing, transportation, and food found in various regions. Have student identify why (climate, resources, terrain, etc.) people dress, eat, and live differently in other parts of the country.	Discuss various regions of our country. Provide student with pictures of the types of clothing, housing, transportation, and food found in various regions. Have student identify the pictures that represent the region where they live.	Discuss various regions of our country. Have student identify pictures that represent the region where they live.
Have the student plant three plants (of the same type) in three different soils: sand, potting soil, and clay (i.e. beans). Plant another type of plant (i.e. mum) in the different types of soil. Monitor the plants growth making sure each plant receives the same amount of sunlight and water. Determine which soil is best able to support the plant life. Was it the same for each type of plant?	Have the student plant three plants in three different soils: sand, potting soil, and clay. Monitor the plant growth making sure each plant receives the same amount of sunlight and water. Determine which soil is best able to support the plant life.	Have the student plant two plants in two different soils: sand and potting soil. Monitor the plant growth making sure each plant receives the same amount of sunlight and water. Have student identify the plant that is growing the best after a specified amount of time.	Have the student plant a plant in potting soil. Monitor the plant growth making sure the plant receives sunlight and water.

<p>Provide pictures of various land animals and water animals. Have student sort the animals into two groups. Guide student to identify how each animal moves, breathes, eats, and defends self. Record the answers on a chart. Have student compare the two groups for likenesses and differences. Have student identify what adaptation would be necessary for a land animal to live in water.</p>	<p>Provide pictures of various land animals and water animals. Have student sort the animals into two groups. Guide student to identify how each animal moves, breathes, eats, and defends self. Record the answers on a chart. Have student compare the two groups for likenesses and differences.</p>	<p>Discuss the differences between land animals and water animals. Give numerous examples of different characteristics between the two groups. Provide art materials and have the student create one land animal and one water animal.</p>	<p>Discuss habitat. Provide pictures of common animals and common habitats. Have student match the animals to their habitats.</p>
<p>Provide a list of animals. Have each student select an animal from the list to research. Identify the animal's adaptive characteristics that help them survive. Have student create a visual displaying the animal in its natural environment. Have student identify how the animal adapts to its environment.</p>	<p>Provide a list of animals. Have each student select an animal from the list to research. Identify the animal's adaptive characteristics that help it survive. Have student create a visual displaying the animal in its natural environment.</p>	<p>Provide a list of animals. Have each student select an animal from the list. Have student create a visual displaying the animal in its natural environment.</p>	<p>Have student identify a common pet. Have student create a visual displaying the animal in its natural environment.</p>
<p>Set up several representations of different environments (rainforest, jungle, forest, plains, ocean, etc.). Assign an animal to each student. Have the student determine which environment is best suited to survival based on the animal's needs. Identify what in the environment meets the animal's needs.</p>	<p>Set up several representations of different environments (rainforest, jungle, forest, plains, ocean, etc.). Assign an animal to each student. Have the student determine which environment is best suited to survival based on the animal's needs.</p>	<p>Set up several representations of different environments (rainforest, jungle, forest, plains, ocean, etc.) with animals placed in each environment. Have student identify what they see in each environment (water, plants, grass, etc.) and the animal in each environment.</p>	<p>Set up several representations of different environments (rainforest, jungle, forest, plains, ocean, etc.) with animals placed in each environment. Have student identify the animal in each environment.</p>
<p>Discuss different environments and how plants and animals adapt. Have student select an environment, such as a desert, rain forest, mountain, or grassland to research. Use the information gathered to create and present a poster of the environment emphasizing how plants and animals adapt to the environment. Student will answer questions about the information on the poster.</p>	<p>Discuss different environments and how plants and animals adapt. Have student select an environment, such as a desert, rain forest, mountain, or grassland to research. Use the information gathered to create and present a poster of the environment emphasizing how plants and animals adapt to the environment.</p>	<p>Discuss different environments and how plants and animals adapt. Have student select an environment, such as a desert, rain forest, mountain, or grassland. Provide student with pictures of plants and animals to place in the environment to create a poster</p>	<p>Discuss different environments and how plants and animals adapt. Have student select an environment, such as a desert, rain forest, mountain, or grassland. Provide student with pictures of animals to place in the environment to create a poster.</p>

Model Academic Standard F: Life and Environmental Science

Objective/Subskills: The Cell – The Molecular Basis of Heredity – Biological Evolution – The Interdependence of Organisms – Matter, Energy, and Organization in Living Systems – The Behavior of Organisms

EXTENDED GRADE BAND OBJECTIVE: F1b

Recognize That Characteristics are Transferred from Parent(s) to Offspring

Instructional Achievement Descriptors

Advanced	Proficient	Basic	Minimal
<i>Identify the transfer of characteristics in different species</i>	<i>Recognize that characteristics are transferred from parent(s) to offspring</i>	<i>Recognize that we get characteristics from our parents</i>	<i>Match parent to their children</i>
<p>Introduce the term DNA (code that describes our body). DNA from each of our parents determines our genetic characteristics. We resemble our parents but are never exactly like them. Identify traits that are inherited (eye color, hair color, height, etc.). Have student create a table of each parent’s traits and their own. Compare traits to determine from which parent identified trait was inherited. Include grandparents in the table.</p>	<p>Introduce the term DNA (code that describes our body). DNA from each of our parents determines our genetic characteristics. We resemble our parents but are never exactly like them. Identify traits that are inherited (eye color, hair color, height, etc.). Have student create a table of each parent’s traits and their own. Compare traits to determine from which parent identified trait was inherited.</p>	<p>Discuss that we resemble our parents but are never exactly like them. Have student bring in pictures of parents. Have student identify traits that are the same as their parents.</p>	<p>Have student bring in pictures of parents and identify one trait that is the same as their parents.</p>
<p>Discuss that human characteristics are determined by genetic and environmental factors. Provide examples of inherited traits and learned characteristics. List the examples on cards. Have student complete a chart, placing the cards under the appropriate headings of “inherited” or “learned.” Have student generate sentences describing their inherited traits and learned characteristics.</p>	<p>Discuss that human characteristics are determined by genetic and environmental factors. Provide examples of inherited traits and learned characteristics. List the examples on cards. Have student complete a chart, placing the cards under the appropriate headings of “inherited” or “learned.”</p>	<p>Discuss that human characteristics are determined by genetic and environmental factors. Provide two examples of inherited traits and two examples of learned characteristics. List the examples on cards. Have student identify the inherited trait when shown two cards, one with an inherited trait, and one with a learned activity.</p>	<p>Discuss that human characteristics are determined by genetic and environmental factors. Provide one example of an inherited trait and one example of a learned characteristic. List the examples on cards and have student identify the inherited trait.</p>

Review the traits that are inherited from parents. Have student create a picture of what an offspring might look like using their own personal traits and those of a classmate making sure to include common traits.	Create a class chart for student to record their personal traits (color of eyes, color of hair, skin color, curly vs. straight hair). After each student has entered their personal data, as a class, interpret the chart to identify the most and least common.	Talk about family traits and how we are alike and/or different from our parents. Have student bring in a photo of a relative/family member and have other students try to match student to relative.	Talk about family traits and how we are alike and/or different from our parents. Have student bring in a photo of a parent. Have other students try to match student to parent.
Discuss how organisms are classified by common parts and characteristics (wings, feet, heads, tails, leaves, roots, stems, and flowers). Discuss the animal kingdom. Provide student with pictures of various animals. Have the student sort the animals according to similar characteristics, such as mammals, reptiles, fishes, amphibians, birds. Have student place each picture on appropriately labeled poster and describe how the groups were formed.	Discuss how organisms are classified by common parts and characteristics (wings, feet, heads, tails, leaves, roots, stems, and flowers). Discuss the animal kingdom. Provide student with pictures of various animals. Have the student sort the animals according to similar characteristics, such as mammals, reptiles, fishes, amphibians, birds and place each picture on an appropriately labeled poster.	Discuss how organisms are classified by common parts and characteristics (wings, feet, heads, tails, leaves, roots, stems, and flowers). Provide student with pictures of plants and animals and have them sort into two categories.	Discuss how organisms are classified by common parts and characteristics (wings, feet, heads, tails, leaves, roots, stems, and flowers). Provide student with pictures of plants and animals and have student identify if the picture is a plant or an animal.
Have student investigate basic genetics. Provide instruction and numerous examples of Punnett Squares. Have student complete a Punnett Square for variables of one red flower and one white flower. Repeat activity using two different variables.	Have student investigate basic genetics. Provide instruction and numerous examples of Punnett Squares. Have student complete a Punnett Square for variables of one red flower and one white flower.	Have student investigate basic genetics. Provide numerous pictures of babies and adults. Have student match adult to offspring based on hair or eye color.	Show a video of animals that introduces the concept of offspring. Discuss the video and have student match photos/pictures of adult animals with their offspring.
Invite a geneticist or a genetic counselor to visit the class to talk about genetic causes related to common disabilities. Have student identify their disability and guide them to identify supports. Create a list of agencies in the community.	Invite a geneticist or a genetic counselor to visit the class to talk about genetic causes related to common disabilities. Have student identify their disability and guide them to identify supports	Invite a geneticist or a genetic counselor to visit the class to talk about genetic causes related to common disabilities. Guide student to identify personal disability.	Invite a geneticist or a genetic counselor to visit the class to talk about genetic causes related to common disabilities. Talk about likenesses and differences. Have student identify one way they are alike and one way they are different from a peer.

Model Academic Standard G: Science Applications
H: Science in Social and Personal Perspectives

NOTE: Extended Grade Objectives **G: Science Applications** and **H: Science in Social and Personal Perspectives** are combined into a single Extended Grade Objective consistent with the combined reporting in the general education assessment.

EXTENDED GRADE BAND OBJECTIVE: G-H1:			
Identify Different Career Options Related to Science			
Instructional Achievement Descriptors			
Advanced	Proficient	Basic	Minimal
<i>Identify different science related career options that may be of interest</i>	<i>Identify different career options related to science</i>	<i>Match scientific equipment with career</i>	<i>Recognize science- related careers</i>
Invite various professionals in the field of science to present at a career fair in the school. Have student choose at least three different career areas and attend presentations. Have student prepare questions for speakers ahead of time. Student selects one of the science careers and creates a presentation (PowerPoint, poster, paper, flyer, speech, etc.) on the major aspects of the career.	Invite various professionals in the field of science to present at a career fair in the school. Have student choose at least three different career areas and attend presentations. Have student prepare questions for speakers ahead of time. Have student identify the career that sounded the most interesting.	Provide student with pictures of common professionals in the field of science (doctor, dentist, nurse, pharmacist, etc.) and tools associated with each profession. Have student match professional to the tools they use.	Provide student with pictures of common professionals in the field of science (doctor, dentist, nurse, pharmacist, etc.). Have student identify the requested professional when given a choice of two.
Provide student with a variety of tools and equipment typically used by people working in a science related field (microscope, stethoscope, blood pressure monitor, reflex hammers, weather equipment, thermometer, etc.). Have student experiment with using each of the tools. Have student identify the professional that might use each of the pieces of equipment and which pieces of equipment might be used in our everyday life to monitor our health.	Provide student with a variety of tools and equipment typically used by people working in a science related field (microscope, stethoscope, blood pressure monitor, reflex hammers, weather equipment, thermometer, etc.). Have student experiment with using each of the tools. Have student identify the professional that might use each of the pieces of equipment.	Provide student with a variety of tools and equipment typically used by people working in a science related field (microscope, stethoscope, blood pressure monitor, reflex hammers, weather equipment, thermometer, etc.). Have student experiment with using each of the tools.	Provide student with pictures of common professionals in the field of science (doctor, dentist, nurse, pharmacist, etc.). Have student identify their own doctor and dentist.

Set up a variety of job shadow opportunities for students. Have each student select a job to shadow. Have student complete the experience and present to the class what he or she learned and how science was used (oral report, drawing, PowerPoint, poster, etc.).	Set up a variety of job shadow opportunities for students. Have each student select a job to shadow. Have student complete the experience and make a list of what they saw the person at the job doing and any tools used.	Set up a variety of job shadow opportunities for students. Have each student select a job to shadow. Have student complete the experience and identify the job they shadowed and the tools they saw being used.	Set up a variety of job shadow opportunities for students. Have each student select a job to shadow. Have student complete the experience and identify the job they shadowed and one thing they saw the person doing.
Provide resources for student to investigate various science related careers available in their own communities (agricultural-science, food science, horticulture/plant science, etc.). Student will select an area of interest. Have student visit the career site of choice and identify skills needed to do the job.	Provide resources for students to investigate various science related careers available in their own communities (agricultural-science, food science, horticulture/plant science, etc.). Student will select an area of interest. Have student visit the career site of choice.	Take a field trip to a local farm, vet clinic, humane society, or other science related job site. Have the student identify the various tools and equipment that are used by the workers at the site.	Teacher will provide a video of basic science jobs. Student will watch the video and identify one job they saw in the video.
Provide a list of some famous scientists and basic information about each person. Have student select one scientist they want to learn more about. Based on the basic information have the student identify what they think the scientist did every day. Guide student in finding out more information about their chosen scientist. Create “a day in the life of a scientist” in flipbook form. Identify what the new information taught them about what a scientist might do each day.	Provide a list of some famous scientists and basic information about each person. Have student select one scientist they want to learn more about. Guide student in finding out more information about their chosen scientist. Create “a day in the life of a scientist” in flipbook form.	Provide student with pictures of common professionals in the field of science (doctor, dentist, nurse, pharmacist, etc.) and tools associated with each profession. Have student create a book with the person on one page and the tools they use on the opposite page.	Provide student with pictures of common professionals in the field of science (doctor, dentist, nurse, pharmacist, etc.). Have the student put the pictures together in booklet form and identify the professional on each page.

Model Academic Standard G: Science Applications
H: Science in Social and Personal Perspectives

NOTE: Extended Grade Objectives **G: Science Applications** and **H: Science in Social and Personal Perspectives** are combined into a single Extended Grade Objective consistent with the combined reporting in the general education assessment.

EXTENDED GRADE BAND OBJECTIVE: G-H2			
Determine an Action That Improves Quality of Life			
Instructional Achievement Descriptors			
Advanced	Proficient	Basic	Minimal
<i>Determine steps that improve quality of life</i>	<i>Determine an action that improves quality of life</i>	<i>Identify a way to improve own quality of life</i>	<i>Recognize science-related careers</i>
Bring in various products that could be found be in a first aid kit. Discuss and have student demonstrate the purpose and how to use each item. Have student make their own first aid kit. Create a list of items and their use (pictures) to be included in the kit.	Bring in various products that could be found be in a first aid kit. Discuss and have student demonstrate the purpose and how to use each item. Have student make their own first aid kit.	Bring in various products that could be found be in a first aid kit. Discuss and have student demonstrate the purpose and how to use each item. Have student make a basic kit of adhesive bandages and an anti-bacterial cream.	Bring in various products that could be found be in a first aid kit. Discuss and model use of the basic first aid procedures. Have student identify a correct procedure when shown a picture of the correct procedure and the incorrect procedure.
Discuss nutrition and relationship to common diseases such as heart and diabetes. Provide student with a basic recipe from a traditional cookbook and a copy of the same recipe from a heart or diabetic cookbook. Have student identify the substitutions made for common ingredients (low fat, sugar free). Provide student with another simple recipe and have the student make substitution for high fat or high sugar ingredients.	Discuss nutrition and relationship to common diseases such as heart and diabetes. Provide student with a basic recipe from a traditional cookbook and a copy of the same recipe from a heart or diabetic cookbook. Have student identify the substitutions made for common ingredients (low fat, sugar free).	Discuss nutrition and relationship to common diseases such as heart and diabetes. Provide student with sample of common foods that come in regular and low fat versions. Have student identify the low fat version when given a choice.	Discuss nutrition and relationship to common diseases such as heart and diabetes. Provide student with samples of common foods made with sugar and a sugar free version of the same product. Provide student with a product made with sugar and one that is sugar few. Have student identify the sugar free product.
Discuss the importance of physical activity in leading a healthy lifestyle. Identify the recommended weekly amount and type of exercise. Have the student list the type and amount of exercise they presently do. Compare to the recommended amount. Create a weekly personal plan for exercising.	Discuss the importance of physical activity in leading a healthy lifestyle. Identify the recommended weekly amount and type of exercise. Have the student list the type and amount of exercise they presently do. Compare to the recommended amount. Identify two ways to improve on their physical activity.	Discuss the importance of physical activity in leading a healthy lifestyle. Identify the recommended weekly amount and type of exercise. Have the student identify one type of physical activity they presently do and one more activity they could do.	Discuss the importance of physical activity in leading a healthy lifestyle. Provide pictures depicting people involved in physical activities and people being passive (TV, video games, etc.). Have student identify the people participating in healthy behavior.

Take a field trip to a local landfill or a recycling center to view how items are separated for recycling. Have landfill staff identify how the recycled products are used. Have student create a plan for recycling at home.	Take a field trip to a local landfill or a recycling center to view how items are separated for recycling. Have landfill staff identify how the recycled products are used. Have student identify how they can recycle at home.	Take a field trip to a local landfill or a recycling center to view how items are separated for recycling. Have landfill staff identify how the recycled products are used. Have student practice recycling products (plastic, cans, paper, etc.).	Take a field trip to a local landfill or a recycling center to view how items are separated for recycling. Have landfill staff identify how the recycled products are used. Have student identify recycle bins in the cafeteria.
Discuss importance of cleanliness and good personal hygiene. Identify the impact of hygiene on personal life (jobs, relationships, health). Identify how germs are spread. Have student give examples and non-examples of good personal hygiene. Create a checklist for a daily personal hygiene routine.	Discuss importance of cleanliness and good personal hygiene. Identify the impact of hygiene on personal life (jobs, relationships, health). Identify how germs are spread. Have student give examples and non-examples of good personal hygiene (pictures or word). From the examples have the student identify something they could add to their personal care to improve their personal hygiene.	Discuss importance of cleanliness and good personal hygiene. Identify the impact of hygiene on personal life (jobs, relationships, health). Have student find examples and non-examples of good personal hygiene (pictures or words).	Discuss importance of cleanliness and good personal hygiene. Identify the impact of hygiene on personal life (jobs, relationships, health). Provide pictures depicting good and bad hygiene. Have student identify the good or bad hygiene on request.