



STANDARDS	PAGE REFERENCES
<p><b>SCIENCE AS INQUIRY</b> – The student will develop the abilities to do <i>scientific inquiry</i>, be able to demonstrate how <i>scientific inquiry</i> is applied, and develop understandings about <i>scientific inquiry</i>.</p>	
<p><b>Benchmark 1:</b> The student will demonstrate abilities necessary to do the processes of <i>scientific inquiry</i>.</p>	
<p>1. ▲ identifies questions that can be answered through scientific investigations.</p>	<p><b>Student Edition:</b>  <i>Nature of Science</i> NOS 4-NOS 11  <i>Inquiry Lab</i> NOS 28-NOS 29, 96-97, 174-175, 206-207  <i>Inquiry Skill Practice</i> 259, 285, 395  <i>MiniLab</i> 318, 358  <i>Science Skill Handbook</i> SR 2</p> <p><b>Teacher Edition:</b>            ACT NOS 7, NOS 21; DI NOS 7</p>

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<p>2. ▲ designs and conducts <i>scientific investigations</i> safely using appropriate tools, mathematics, <i>technology</i>, and techniques to gather, analyze, and interpret data.</p>	<p><b>Student Edition:</b>  <i>Nature of Science</i> NOS 6-NOS 7  <i>Inquiry Skill Practice</i> NOS 19, 259, 395  <i>Inquiry Lab</i> NOS 28-NOS 29, 96-97, 174-175, 206-207, 338-339, 406-407, 436-437  <i>MiniLab</i> 358  <i>Science Skill Handbook</i> SR 2-SR 11  <b>Teacher Edition:</b>  SCB NOS 2E</p>
<p>3. ▲ identifies the relationship between evidence and logical conclusions.</p>	<p><b>Student Edition:</b>  <i>Nature of Science</i> NOS 7  <i>Inquiry Skill Practice</i> NOS 19, 159, 259, 285, 395  <i>Inquiry Lab</i> NOS 28-NOS 29, 96-97, 174-175, 338-339, 406-407, 436-437  <i>MiniLab</i> 358  <i>Science Skill Handbook</i> SR 10  <b>Teacher Edition:</b>  DI NOS 23; SCB NOS 2F; VL NOS 25</p>
<p>4. ▲ communicates scientific procedures, results and explanations.</p>	<p><b>Student Edition:</b>  <i>Nature of Science</i> NOS 16  <i>Inquiry Skill Practice</i> NOS 19, 259, 285, 395  <i>Communicate Your Results</i> NOS 29, 65, 97, 175, 207, 233, 339, 407, 437  <i>MiniLab</i> 89, 318, 358  <i>Science Skill Handbook</i> SR 10</p>
<p><b>Benchmark 2: The student will apply different kinds of investigations to different kinds of questions.</b></p>	
<p>1. develops questions and adapts (frames) the inquiry process to guide the appropriate type of investigation.</p>	<p><b>Student Edition:</b>  <i>Nature of Science</i> NOS 6-NOS 7  <i>Inquiry Lab</i> NOS 28-NOS 29, 30-31, 96-97, 174-175, 206-207, 338-339, 406-407  <i>Inquiry Skill Practice</i> 17, 159, 259, 395  <i>MiniLab</i> 89, 318  <b>Teacher Edition:</b>  GQ NOS 2, NOS 6, NOS 7, NOS 21; VL NOS 24</p>
<p>2. differentiates between qualitative and quantitative data in an investigation</p>	<p><b>Student Edition:</b>  <i>Nature of Science</i> NOS 12  <i>Science Skill Handbook</i> SR 6  <b>Teacher Edition:</b>  DAE NOS 12; GQ NOS 12</p>

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<p><b>Benchmark 3: The student will analyze how science advances through the interaction of new ideas, scientific investigations, skepticism, and examinations of evidence of varied explanations</b></p>		
1.	after completing an investigation, generates alternative methods of investigation and/or further questions for inquiry.	<p><b>Student Edition:</b>  <i>Inquiry Extension</i> 65, 97, 207, 269, 305, 339, 375, 407, 437</p>
2.	▲ evaluates the work of others to determine evidence which scientifically supports or contradicts the results, identifying faulty reasoning or conclusions that go beyond evidence and/or are not supported by data.	<p><b>Student Edition:</b>  <i>Nature of Science</i> NOS 10, NOS 20-NOS 27  <i>Inquiry Skill Practice</i> NOS 19, 151  <i>Inquiry Lab</i> NOS 28-NOS 29, 96-97  <i>Communicate Your Results</i> 207, 477</p> <p><b>Teacher Edition:</b>            ACT NOS 11; DI NOS 25; GQ NOS 10, NOS 23, NOS 25; VL NOS 10</p>
<p><b>5th Grade Recommendations Integrated</b></p>		
2.1.1	▲ compares and classifies the states of matter; solids, liquids, gases, and plasma	<p><b>Student Edition:</b>            87-89, 386-387, 399</p> <p><b>Teacher Edition:</b>            DI 387; FF 387; GQ 88, 386, 387; IM 382H; RWS 77; SCB 72F, 382E-F; TD 89, 387; VL 87, 386, 387</p>
2.2.2	▲ measures and graphs the effects of temperature on matter.	<p><b>Student Edition:</b>            399, 413 #7-8*</p> <p><i>Launch Lab</i> 421</p> <p><b>Teacher Edition:</b>            DI 399; GQ 399; TD 399; VL 399</p> <p>*These page references discuss the effects of temperature on matter.</p>
2.3.4	▲ investigates and explains how simple machines multiply force at the expense of distance.	<p><b>Student Edition:</b>  <i>Inquiry Skill Practice</i> 427</p>

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<p><b>2.4.1</b> understands the difference between potential and kinetic energy.</p>	<p><b>Student Edition:</b> 422-423, 426 #7-9, 430 <i>Inquiry Skill Practice</i> 427 <i>MiniLab</i> 433</p> <p><b>Teacher Edition:</b> DI 423, 425; GQ 422, 423, 430; IM 140H; RS 423, 425; SCB 418E; TD 421, 423; VL 154</p>
<p><b>2.4.3</b> ▲ observes and communicates how light (electromagnetic) energy interacts with matter: transmitted, reflected, refracted, and absorbed.</p>	<p><b>Student Edition:</b> 453-455, 455 #6, 457-467, 483 #12 <i>Launch Lab</i> 458 <i>MiniLab</i> 464 <i>Inquiry Lab</i> 476-477</p> <p><b>Teacher Edition:</b> DI 463, 465; FF 465; GQ 454, 462, 465; IM 444H; IWS 444D; SCB 444F; TD 463; VL 454, 463</p>
<p><b>3.4.1</b> ▲ recognizes that all populations living together (biotic resources) and the physical factors (abiotic resources) with which they interact compose an ecosystem.</p>	<p><b>Student Edition:</b> 314-321, 322#8 <i>Launch Lab</i> 315 <i>MiniLab</i> 318 <i>Inquiry Lab</i> 338-339</p> <p><b>Teacher Edition:</b> GQ 314, 315, 316, 317; SCB 312E; TD 319; VL 317, 319</p>
<p><b>3.4.2</b> understands how limiting factors determine the carrying capacity of an ecosystem.</p>	<p><b>Student Edition:</b> 321, 326-327 <i>MiniLab</i> 326</p> <p><b>Teacher Edition:</b> DI 327; GQ 321, 326, 327; RS 321; SCB 312E; VL 320, 321, 327</p>
<p><b>3.4.3</b> ▲ traces the energy flow from the sun (source of radiant energy) to producers (via photosynthesis – chemical energy) to consumers and decomposers in food webs.</p>	<p><b>Student Edition:</b> 261-263, 332-336, 337 #6-9, 343 #16-17 <i>Inquiry Lab</i> 338-339</p> <p><b>Teacher Edition:</b> GQ 336; IM 312H; RS 335; RWS 335; SCB 240F, 312F; VL 334, 336</p>

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<p><b>4.3.1 ▲</b> compares and contrasts the characteristics of stars, planets, moons, comets, and asteroids.</p>	<p><b>Student Edition:</b> 40-48, 50-56 <i>Table 1</i> 54 <i>Table 2</i> 55 <i>Inquiry Skill Practice</i> 57</p> <p><b>Teacher Edition:</b> ACT 55; DI 53, 55; GQ 44, 53, 54, 55; IM 38H; SCB 38F; TD 45; VL 54, 55</p>
<p><b>4.3.2</b> models spatial relationships of the earth/moon/planets/sun system to scale.</p>	<p><b>Student Edition:</b> <i>Launch Lab</i> 41 <i>MiniLab</i> 47 <i>Inquiry Lab</i> 64-65</p> <p><b>Teacher Edition:</b> ACT 53; IM 38H: IWS 38D; TD 41; VL 43, 45, 47, 52</p>
<p><b>4.3.3</b> identifies past and present methods used to explore space.</p>	<p><b>Student Edition:</b> <i>Nature of Science</i> NOS 8</p> <p><b>Teacher Edition:</b> TA 45, 47, 55; VL NOS 8</p>
<p><b>6th Grade Recommendations Integrated</b></p>	
<p><b>2.1.1 ▲</b> compares and classifies the states of matter; solids, liquids, gases, and plasma</p>	<p><b>Student Edition:</b> 87-89, 386-387, 399</p> <p><b>Teacher Edition:</b> DI 387; FF 387; GQ 88, 386, 387; IM 382H; RWS 77; SCB 72F, 382E-F; TD 89, 387; VL 87, 386, 387</p>
<p><b>2.1.2</b> compares and contrasts the classes of matter; elements, compounds, and mixtures.</p>	<p><b>Student Edition:</b> 352-364, 372, 379 #18 <i>MiniLab</i> 358 <i>Figure 11</i> 363 <i>Inquiry Lab</i> 374-375</p> <p><b>Teacher Edition:</b> DI 357, 359; GQ 354, 356, 357, 358, 361; IM 350H; RS 355, 357, 359, 361; SCB 350E; VL 355, 356, 357, 363</p>

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<p><b>2.1.3</b> identifies and communicates properties of matter including but not limited to, boiling point, solubility, and density.</p>	<p><b>Student Edition:</b> 388-393, 394 #8 <i>Inquiry Skill Practice</i> 57, 395 <i>MiniLab</i> 389 <i>Inquiry Lab</i> 406-407 <i>Math Skills</i> 411</p> <p><b>Teacher Edition:</b> DI 355, 389, 391; FF 393; GQ 388, 389, 390, 391; SCB 382E; TA 355; TD 389, 391</p>
<p><b>2.2.1</b> ▲ understands the relationship of atoms to elements and elements to compounds. (Introduction only.)</p>	<p><b>Student Edition:</b> 352-357, 364 #10, 372 <i>MiniLab</i> 358 <i>Figure 11</i> 363 <i>Inquiry Lab</i> 374-375</p> <p><b>Teacher Edition:</b> DI 359; GQ 356, 357; IM 350H; RS 357; SCB 350E; VL 356, 357, 363</p>
<p><b>2.2.2</b> ▲ measures and graphs the effects of temperature on matter.</p>	<p><b>Student Edition:</b> 399, 413 #7-8* <i>Launch Lab</i> 421</p> <p><b>Teacher Edition:</b> DI 399; GQ 399; TD 399; VL 399</p> <p>*These page references discuss the effects of temperature on matter.</p>
<p><b>3.1.4</b> concludes that breakdowns in structure or function may be caused by disease, damage, heredity, or aging.</p>	<p><b>Student Edition:</b> <i>Science &amp; Society</i> 224</p> <p><b>Teacher Edition:</b> RWS 219; SCB 214E</p>
<p><b>3.3.1</b> ▲ understands that internal and/or environmental conditions affect an organism's behavior and/or response in order to maintain and regulate stable internal conditions to survive in a continually changing environment.</p>	<p><b>Student Edition:</b> 192, 239 #14, 265-266, 283 <i>MiniLab</i> 265</p> <p><b>Teacher Edition:</b> GQ 265, 266; IWS 240D; SCB 214F, 240F; TD 265</p>
<p><b>3.3.2</b> recognizes that the survival of all organisms requires the ingestion of materials, the intake and release of energy, growth, release of wastes and responses to environmental change.</p>	<p><b>Student Edition:</b> 189-193, 334-335 <i>Launch Lab</i> 243, 261</p> <p><b>Teacher Edition:</b> GQ 192, 193, 312, 334; IM 186H; IWS 186D; SCB 186E; TD 193; VL 193</p>

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<p><b>3.5.2 ▲</b> understands that adaptations of organisms (changes in structure, function, or behavior that accumulate over successive generations) contribute to biological diversity.</p>	<p><b>Student Edition:</b>            225-231, 237 #18, 282-283  <i>Launch Lab</i> 226  <i>MiniLab</i> 229  <i>Inquiry Lab</i> 232-233, 304-305  <i>Inquiry Skill Practice</i> 285</p> <p><b>Teacher Edition:</b>            DI 193; FF 227, 229; GQ 214, 225, 226, 227, 228, 229; IM 214H; SCB 214F, 276E; TD 227; VL 227, 230</p>
<p><b>3.5.3 ▲</b> associates extinction of a species with environmental changes and insufficient adaptive characteristics.</p>	<p><b>Student Edition:</b>            227, 237 #13  <i>Launch Lab</i> 253  <i>Inquiry Extension</i> 305</p> <p><b>Teacher Edition:</b>            RV 227</p>
<p><b>4.1.1 ▲</b> identifies properties of the solid earth, the oceans and fresh water, and the atmosphere.</p>	<p><b>Student Edition:</b>            74-84, 111  <i>MiniLab</i> 82</p> <p><b>Teacher Edition:</b>            DI 79, 83; GQ 77, 78, 79, 80, 83; IM 72H; SCB 72E, 104E; TD 79, 83; VL 77, 78, 79, 83</p>
<p><b>4.1.2 ▲</b> models earth's cycles, constructive and destructive processes, and weather systems.</p>	<p><b>Student Edition:</b>            86-95, 101 #15-16, 114-122, 124-131  <i>MiniLab</i> 89, 128  <i>Inquiry Lab</i> 132-133</p> <p><b>Teacher Edition:</b>            ACT 93; DI 89, 93, 127; GQ 89, 90, 92, 93, 94, 104, 106, 107, 127; IM 104H; SCB 72F, 104E-F; VL 88, 93</p>
<p><b>4.2.1 ▲</b> understands that earth processes observed today (including movement of lithospheric plates and changes in atmospheric conditions) are similar to those that occurred in the past; earth history is also influenced by occasional catastrophes, such as the impact of a comet or a asteroid.</p>	<p><b>Student Edition:</b>            106-112, 130  <i>MiniLab</i> 110  <i>Math Skills</i> 111, 112, 137  <i>How It Works</i> 113  <i>Inquiry Lab</i> 132-133</p> <p><b>Teacher Edition:</b>            ACT 109; DI 111; FF 111; GQ 106; IWS 104D; MA 111; SCB 104E-F; VL 108, 109, 110</p>

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<b>7th Grade Recommendations Integrated</b>	
<p><b>2.2.1</b> ▲ understands the relationship of atoms to elements and elements to compounds.</p>	<p><b>Student Edition:</b> 352-357, 364 #10, 372 <i>MiniLab</i> 358 <i>Figure 11</i> 363 <i>Inquiry Lab</i> 374-375 <b>Teacher Edition:</b> DI 359; GQ 356, 357; IM 350H; RS 357; SCB 350E; VL 355, 356, 357, 363</p>
<p><b>2.3.1</b> identifies the forces that act on an object (e.g., gravity and friction)</p>	<p><b>Student Edition:</b> 41, 44-46, 51, 59, 423, 431 <i>Launch Lab</i> 51 <i>MinLab</i> 265 <b>Teacher Edition:</b> DI 431; GQ 46, 51, 431; IM 418H; SCB 38E-F; TD 51, 431; VL 431</p>
<p><b>2.3.2</b> ▲ describes, measures, and represents data on a graph showing the motion of an object (position, direction of motion, speed).</p>	<p><b>Student Edition:</b> 430-431* *These page references describe the motion of objects.</p>
<p><b>2.3.3</b> ▲ recognizes and describes examples of Newton’s Laws of Motion.</p>	<p><b>Student Edition:</b> <i>Nature of Science</i> NOS 9</p>
<p><b>2.4.2</b> ▲ understands that when work is done energy transforms from one form to another, including mechanical, heat, light, sound, electrical, chemical, and nuclear energy, yet is conserved.</p>	<p><b>Student Edition:</b> 147-150, 152-155, 158 #8, 181 #11, 420-426, 429-434, 441 #18 <i>Launch Lab</i> 153 <i>MiniLab</i> 424 <i>Inquiry Lab</i> 436-437 <b>Teacher Edition:</b> ACT 155; DI 155, 425; GQ 148, 154, 155, 418, 424, 425; IM 140H, 418H; SCB 140E, 418E-F; VL 154</p>
<p><b>2.4.4</b> ▲ understands that heat energy can be transferred from hot to cold by radiation, convection, and conduction.</p>	<p><b>Student Edition:</b> 111 <i>Launch Lab</i> 107 <b>Teacher Edition:</b> GQ 111; SCB 104E; VL 111</p>

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<p><b>3.1.1</b> ▲ will understand the cell theory; that all organisms are composed of one or more cells, cells are the basic unit of life, and that cells come from other cells.</p>	<p><b>Student Edition:</b> 198-205, 213 #13, 243 <i>Launch Lab</i> 199 <i>MiniLab</i> 202 <b>Teacher Edition:</b> GQ 198, 200, 201; SCB 186F; T 201</p>
<p><b>3.1.2</b> ▲ relates the structure of cells, organs, tissues, organ systems, and whole organisms to their functions</p>	<p><b>Student Edition:</b> 191, 198-205, 211 #12, 243 <b>Teacher Edition:</b> DI 203; GQ 191, 202, 204, 276; IM 186H; IWS 186D; SCB 186F, 240E, 276E; VL 201</p>
<p><b>3.1.3</b> compares organisms composed of single cells with organisms that are multicellular.</p>	<p><b>Student Edition:</b> 190-191, 200, 279 <b>Teacher Edition:</b> GQ 190; IM 186H; IWS 186D; RS 191; SCB 186E</p>
<p><b>3.2.1</b> ▲ differentiates between asexual and sexual reproduction of organisms.</p>	<p><b>Student Edition:</b> 191, 218-219, 252-258, 273 #14, 279, 283 <b>Teacher Edition:</b> DI 255, 257; FF 257; GQ 191, 253, 256, 283; IM 240H; SCB 240F; TD 255; VL 254, 255, 256</p>
<p><b>3.2.2</b> understands how hereditary information of each cell is passed from one generation to the next.</p>	<p><b>Student Edition:</b> 216-223 <i>Launch Lab</i> 217 <i>Math Skills</i> 219 <b>Teacher Edition:</b> DI 219; GQ 214, 217, 218, 219; IWS 214D; SCB 214E; VL 219</p>
<p><b>3.2.3</b> infers that the characteristics of an organism result from heredity and interactions with the environment.</p>	<p><b>Student Edition:</b> 220-221, 223 #5, 237#14 <i>MiniLab</i> 221 <i>Science &amp; Society</i> 224 <b>Teacher Edition:</b> AYR 224; BYR 224; DI 221; GQ 220, 221; IM 214H; RS 221; SCB 214E-F; TD 221; VL 220</p>
<p><b>3.4.3</b> ▲ traces the energy flow from the sun (source of radiant energy) to producers (via photosynthesis – chemical energy) to consumers and decomposers in food webs.</p>	<p><b>Student Edition:</b> 261-263, 332-336, 337 #6-9, 343 #16-17 <i>Inquiry Lab</i> 338-339 <b>Teacher Edition:</b> GQ 336; IM 312H; RS 335; RWS 335; SCB 240F, 312F; VL 334, 336</p>

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<p><b>3.5.1</b> concludes that species of animals, plants, and microorganisms may look dissimilar on the outside but have similarities in internal structures, developmental characteristics, chemical processes, and genomes.</p>	<p><b>Student Edition:</b> 189-195, 199-205, 211#13, 279-281, 296, 309 #14 <i>Inquiry Lab</i> 206-207 <i>Launch Lab</i> 279 <b>Teacher Edition:</b> DI 195; GQ 279; RWS 195</p>
<p><b>4.4.1 ▲</b> demonstrates and models object/space/time relationships that explain phenomena such as the day, the month, the year, season</p>	<p><b>Student Edition:</b> 42-45, 71 #11-12 <b>Teacher Edition:</b> DI 43, 45; GQ 43, 45; IM 38H; SCB 38E; T 43; VL 43, 45</p>
<p><b>4.4.2</b> describes how the angle of incidence of solar energy striking earth's surface affects the amount of heat energy absorbed at earth's surface.</p>	<p><b>Student Edition:</b> 43 <b>Teacher Edition:</b> DI 43; IM 38H; SCB 38E; T 43; VL 43</p>
<p><b>SCIENCE AND TECHNOLOGY – The student will demonstrate abilities of technological design and understandings about science and technology.</b></p>	
<p><b>Benchmark 1: The student will demonstrate abilities of technological design.</b></p>	
<p>1. identifies appropriate problems for technological design, designs a solution or product, implements the proposed design, evaluates the product, and communicates the process of technological design.</p>	<p><b>Student Edition:</b> 179 #12, 179 #17 <i>MiniLab</i> 5, 349, 512 <i>Inquiry Skill Practice</i> 159, 493 <i>Inquiry Lab</i> 174-175, 436-437, 476-477, 514-515 <i>Nature of Science</i> 348-349 <i>Launch Lab</i> 495 <b>Teacher Edition:</b> DI NOS 9</p>
<p><b>Benchmark 2: The student will develop understandings of the similarities, differences, and relationships in science and technology.</b></p>	
<p>1. compares the work of various types of scientists and engineers.</p>	<p><b>Student Edition:</b> <i>Nature of Science</i> NOS 8, 348-349 <b>Teacher Edition:</b> CIS NOS 9, 11, 157, 355, 423, 425, 451; GQ NOS 8; IC 471</p>

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2. evaluates benefits, risks, limitations and trade-offs of technological solutions.	<p><b>Student Edition:</b>            24-28, 146-149, 150 #9-10, 156-157, 168-173  <i>Nature of Science</i> NOS 8, 348-349  <i>How It Works</i> 85, 113  <i>Inquiry Skill Practice</i> 159  <i>Green Science</i> 167, 435  <i>Science &amp; Society</i> 224, 504</p> <p><b>Teacher Edition:</b>            FF 29; GQ 24, 156; SCB 6F, 140E-F; TA 29;            TD NOS 9; VL 349</p>
3. identifies contributions to science and technology by many people and many cultures.	<p><b>Student Edition:</b>            194-195  <i>Nature of Science</i> NOS 20-NOS 27  <i>Unit 1 Opener</i> 2-3  <i>Unit 2 Opener</i> 182-183  <i>Careers in Science</i> 197, 294, 347  <i>Unit 3 Opener</i> 346-347  <i>Unit 4 Opener</i> 414-415</p> <p><b>Teacher Edition:</b>            CD 369, 403, 459, 461, 509; DI 501; FF 403;            GQ 182, 415</p>
<p><b>SCIENCE IN PERSONAL AND ENVIRONMENTAL PERSPECTIVES – The student will apply process skills to explore and develop an understanding of issues of personal health, population, resources and environment, and natural hazards.</b></p>	
<p><b>Benchmark 1: The student will understand scientific knowledge relative to personal health.</b></p>	
1. ▲ identifies individual nutrition, exercise, and a rest needs based on science and uses a scientific approach to thinking critically about personal health, lifestyle choices, risks and benefits.	<p><b>Student Edition:</b>  <i>Nature of Science</i> NOS 11  <i>Science Skill Handbook</i> SR 11-SR 13</p>
<p><b>Benchmark 2: The student will understand the impact of human activity on resources and environment.</b></p>	
1. ▲ investigates the effects of human activities on the environment and analyzes decisions based on the knowledge of benefits and risks.	<p><b>Student Edition:</b>            146-149, 150 #9-10, 156-157, 164-166, 328  <i>Green Science</i> 167, 331, 435  <i>Science &amp; Society</i> 224</p> <p><b>Teacher Edition:</b>            ACT 165, 173; DI 165, 171; GQ 146, 164, 165, 172; RS 171; RWS 157; SCB 140E-F; TA 147;            TD 328; VL 170</p>

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<p><b>Benchmark 3: The student will understand that natural hazards are dynamic examples of earth processes which cause us to evaluate risks.</b></p>	
<p>1. recognizes patterns of natural processes and/or human activities that may cause and/or contribute to natural hazards.</p>	<p><b>Student Edition:</b> 164 <b>Teacher Edition:</b> DI 165; FF 321</p>
<p>2. evaluates risks and defines appropriate actions associated with the natural hazard.</p>	<p><b>Student Edition:</b> 114-119 <i>Inquiry Skill Practice</i> 123 <b>Teacher Edition:</b> DI 119; FF 119; GQ 119; IM 104H; SCB 104E-F; TA 117, 119; TD 129; VL 119</p>
<p><b>HISTORY AND NATURE OF SCIENCE – The student will examine and develop an understanding of science as a historical human endeavor.</b></p>	
<p><b>Benchmark 1: The student will develop scientific habits of mind.</b></p>	
<p>1. practices intellectual honesty, demonstrates skepticism appropriately, displays open-mindedness to new ideas, and bases decisions on evidence.</p>	<p><b>Student Edition:</b> <i>Nature of Science</i> NOS 11, NOS 16 <i>Inquiry Lab</i> 96-97, 174-175, 206-207, 406-407, 436-437, 476-477 <i>Inquiry Skill Practice</i> 151 <b>Teacher Edition:</b> GQ NOS 11</p>
<p><b>Benchmark 2: The student will research contributions to science throughout history.</b></p>	
<p>1. ▲ recognizes that new knowledge leads to new questions and new discoveries, replicates historic experiments to understand principles of science, and relates contributions of men and women to the fields of science.</p>	<p><b>Student Edition:</b> 41, 194-195 <i>Nature of Science</i> NOS 9, NOS 20-NOS 27 <i>Unit 1 Opener</i> 2-3 <i>Unit 2 Opener</i> 182-183 <i>Unit 3 Opener</i> 346-347 <i>Unit 4 Opener</i> 414-415 <b>Teacher Edition:</b> FF 195; GQ 182, 347; SCB NOS 2E; VL NOS 9</p>