

A correlation of

Population Connection Materials

from

Nuestro Mundo, Nuestro Futuro
(Our World, Our Future)

to

Georgia Performance Standards

Organized by:

- 1. Population Connection Activity*
- 2. Subject*
- 3. Grade*
- 4. Standard*

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Environmental Dilemmas

English Language Arts

Grade Six

LISTENING, SPEAKING, AND VIEWING

ELA6LSV1. The student participates in student -to-teacher, student-to-student, and group verbal interactions. The student

- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- f. Actively solicits another person's comments or opinions.
- g. Offers own opinion forcefully without being domineering.
- h. Responds appropriately to comments and questions.
- j. Gives reasons in support of opinions expressed.
- l. Employs a group decision- making technique such as brainstorming or a problem-solving sequence (e.g., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).

Grade Seven

LISTENING, SPEAKING, AND VIEWING

ELA7LSV1. The student participates in student -to-teacher, student-to-student, and group verbal interactions. The student

- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- f. Actively solicits another person's comments or opinions.
- g. Offers own opinion forcefully without domineering.
- h. Responds appropriately to comments and questions.
- j. Gives reasons in support of opinions expressed.
- l. Employs a group decision- making technique such as brainstorming or a problem-solving sequence (e.g., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).

Grade Eight

LISTENING, SPEAKING, AND VIEWING

ELA8LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- f. Actively solicits another person's comments or opinions.
- g. Offers own opinion forcefully without domineering.
- h. Responds appropriately to comments and questions.

j. Gives reasons in support of opinions expressed.

l. Employs a group decision-making technique such as brainstorming or a problem solving sequence (e.g., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).

Grade Nine

LISTENING, SPEAKING, AND VIEWING

ELA9LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

b. Asks relevant questions.

c. Responds to questions with appropriate information.

d. Actively solicits another person's comments or opinions.

e. Offers own opinion forcefully without domineering.

f. Volunteers contributions and responds when directly solicited by teacher or discussion leader.

g. Gives reasons in support of opinions expressed.

i. Employs group decision-making techniques such as brainstorming or a problem solving sequence (e.g., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).

Grade Ten

LISTENING, SPEAKING, AND VIEWING

ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

b. Asks relevant questions.

c. Responds to questions with appropriate information.

d. Actively solicits another person's comments or opinion.

e. Offers own opinion forcefully without domineering.

f. Contributes voluntarily and responds directly when solicited by teacher or discussion leader.

g. Gives reasons in support of opinions expressed.

i. Employs group decision-making techniques such as brainstorming or a problemsolving sequence (e.g., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).

Grade Eleven

LISTENING, SPEAKING, AND VIEWING

ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

a. Initiates new topics in addition to responding to adult-initiated topics.

b. Asks relevant questions.

c. Responds to questions with appropriate information.

- e. Offers own opinion forcefully without domineering.
- f. Volunteers contributions and responds when directly solicited by teacher or discussion leader.
- g. Gives reasons in support of opinions expressed.
- i. Employ group decision-making techniques such as brainstorming or a problemsolving sequence (e.g., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).

Grade Twelve

LISTENING, SPEAKING, AND VIEWING

ELA12LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- a. Initiates new topics in addition to responding to adult-initiated topics.
- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- d. Actively solicits another person's comments or opinion.
- e. Offers own opinion forcefully without domineering.
- f. Volunteers contributions and responds when directly solicited by teacher or discussion leader.
- g. Gives reasons in support of opinions expressed.
- i. Employs group decision-making techniques such as brainstorming or a problemsolving sequence (e.g., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).

Science

Grade Six

PROCESSES THAT SHAPE THE EARTH

S6E5h and S6E5i. Human activities, such as reducing the amount of forest cover, increasing the amount and variety of chemicals released into the atmosphere, and intensive farming, have changed the earth's land, oceans, and atmosphere. Some of these changes have decreased the capacity of the environment to support some life forms.

Grade Seven

HABITS OF MIND

S7CS7. Students will question scientific claims and arguments effectively.

- b. Identify the flaws of reasoning that are based on poorly designed research (i.e., facts intermingled with opinion, conclusions based on insufficient evidence).

Grade Eight

HABITS OF MIND

S8CS7. Students will question scientific claims and arguments effectively.

- b. Identify the flaws of reasoning in arguments that are based on poorly designed research (e.g., facts intermingled with opinion, conclusions based on insufficient evidence).

Grades Nine to Twelve (Biology)

HABITS OF MIND

SCSh3. Students will identify and investigate problems scientifically.

- a. Suggest reasonable hypotheses for identified problems.

SCSh6. Students will communicate scientific investigations and information clearly.

c. Use data as evidence to support scientific arguments and claims in written or oral presentations.

d. Participate in group discussions of scientific investigation and current scientific issues.

Everything Is Connected

English Language Arts

Grade Six

LISTENING, SPEAKING, AND VIEWING

ELA6LSV1. The student participates in student -to-teacher, student-to-student, and group verbal interactions. The student

- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- i. Volunteers contributions and responds when directly solicited by teacher or discussion leader.

Grade Seven

LISTENING, SPEAKING, AND VIEWING

ELA7LSV1. The student participates in student -to-teacher, student-to-student, and group verbal interactions. The student

- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- i. Volunteers contributions and responds when directly solicited by teacher or discussion leader.

Grade Eight

LISTENING, SPEAKING, AND VIEWING

ELA8LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- i. Volunteers contributions and responds when directly solicited by teacher or discussion leader.

Grade Nine

LISTENING, SPEAKING, AND VIEWING

ELA9LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- c. Responds to questions with appropriate information.
- f. Volunteers contributions and responds when directly solicited by teacher or discussion leader.

Grade Ten

LISTENING, SPEAKING, AND VIEWING

ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- c. Responds to questions with appropriate information.
- f. Contributes voluntarily and responds directly when solicited by teacher or discussion leader.

Grade Eleven

LISTENING, SPEAKING, AND VIEWING

ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- a. Initiates new topics in addition to responding to adult-initiated topics.

- f. Volunteers contributions and responds when directly solicited by teacher or discussion leader.

Grade Twelve

LISTENING, SPEAKING, AND VIEWING

ELA12LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- a. Initiates new topics in addition to responding to adult-initiated topics.

- c. Responds to questions with appropriate information.

- f. Volunteers contributions and responds when directly solicited by teacher or discussion leader.

Science

Grade Six

PROCESSES THAT SHAPE THE EARTH

S6E5h and S6E5i. Human activities, such as reducing the amount of forest cover, increasing the amount and variety of chemicals released into the atmosphere, and intensive farming, have changed the earth's land, oceans, and atmosphere. Some of these changes have decreased the capacity of the environment to support some life forms.

Grade Seven

HABITS OF MIND

S7CS5. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

- a. Observe and explain how parts can be related to other parts in a system such as predator/prey relationships in a community/ecosystem.

Grades Nine to Twelve (Biology)

HABITS OF MIND

SCSh3. Students will identify and investigate problems scientifically.

- a. Suggest reasonable hypotheses for identified problems.

INTERDEPENDENCE OF LIFE

SB4a and SB4c. Ecosystems can be reasonably stable over hundreds or thousands of years. As any population of organisms grows, it is held in check by one or more environmental factors: depletion of food or nesting sites, increased loss to increased numbers of predators, or parasites. If a disaster such as flood or fire occurs, the damaged ecosystem is likely to recover in stages that eventually result in a system similar to the original one.

SB4d. Human beings are part of the earth's ecosystems. Human activities can, deliberately or inadvertently, alter the equilibrium in ecosystems.

If the World Was an Apple

English Language Arts

Grade Four

LISTENING, SPEAKING, AND VIEWING

ELA4LSV1. The student participates in student -to-teacher, student-to-student, and group verbal interactions. The student

- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- i. Responds appropriately to comments and questions.
- j. Volunteers contributions and responds when directly solicited by teacher or discussion leader.

Grade Five

LISTENING, SPEAKING, AND VIEWING

ELA5LSV1. The student participates in student -to-teacher, student-to-student, and group verbal interactions. The student

- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- i. Responds appropriately to comments and questions.
- j. Volunteers contributions and responds when directly solicited by teacher or discussion leader.

Grade Six

LISTENING, SPEAKING, AND VIEWING

ELA6LSV1. The student participates in student -to-teacher, student-to-student, and group verbal interactions. The student

- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- i. Volunteers contributions and responds when directly solicited by teacher or discussion leader.

Grade Seven

LISTENING, SPEAKING, AND VIEWING

ELA7LSV1. The student participates in student -to-teacher, student-to-student, and group verbal interactions. The student

- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- i. Volunteers contributions and responds when directly solicited by teacher or discussion leader.

Grade Eight

LISTENING, SPEAKING, AND VIEWING

ELA8LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- i. Volunteers contributions and responds when directly solicited by teacher or discussion leader.

Mathematics

Grade Two

NUMBERS AND OPERATIONS

M2N4. Students will understand and compare common fractions with small denominators.

- a. Model, identify, label, and compare fractions (thirds, sixths, eighths, tenths) as a representation of equal parts of a whole or of a set.

Grade Three

NUMBER AND OPERATIONS

M3N5. Students will understand the meaning of decimal fractions and common fractions in simple cases and apply them in problem-solving situations.

- d. Know and use decimal fractions and common fractions to represent the size of parts created by equal divisions of a whole.

- g. Solve problems involving fractions.

PROCESS SKILLS

M3P1. Students will solve problems that arise in mathematics and in other contexts.

- a. Solve non-routine word problems using the strategy of logical reasoning as well as all strategies learned in previous grades.

- b. Solve single and multi-step routine word problems related to all appropriate third grade math standards.

M3P2. Students will investigate, develop, and evaluate mathematical arguments.

M3P4. Students will understand how mathematical ideas interconnect and build on one another and apply mathematics in other content areas.

M3P5. Students will create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas.

Grade Four

NUMBER AND OPERATIONS

M4N6. Students will further develop their understanding of the meaning of common fractions and use them in computations.

- a. Understand representations of simple equivalent fractions.

DATA ANALYSIS

M4D1. Students will gather, organize, and display data according to the situation and compare related features.

- a. Represent data in bar, line and pictographs.

PROCESS SKILLS

M4P1. Using the appropriate technology, students will solve problems that arise in mathematics and in other contexts.

- b. Solve single and multi-step routine word problems related to all appropriate fourth grade math standards.

M4P2. Students will investigate, develop, and evaluate mathematical arguments.

M4P3. Students will use the language of mathematics to express ideas precisely.

M4P4. Students will understand how mathematical ideas interconnect and build on one another and apply mathematics in other content areas.

M4P5. Students will create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas.

Grade Five

DATA ANALYSIS

M5D1. Students will analyze graphs.

- a. Analyze data presented in a graph.

PROCESS SKILLS

M5P1. Using the appropriate technology, students will solve problems that arise in mathematics and in other contexts.

- a. Solve non-routine word problems using the strategy of make it simpler as well as all strategies learned in previous grades.

M5P2. Students will investigate, develop, and evaluate mathematical arguments.

M5P3. Students will use the language of mathematics to express ideas precisely.

M5P4. Students will understand how mathematical ideas interconnect and build on one another and apply mathematics in other content areas.

M5P5. Students will create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas.

Grade Six

ALGEBRA

M6A1. Students will understand the concept of ratio and use it to represent quantitative relationships.

M6A2. Students will consider relationships between varying quantities.

- b. Use manipulatives or draw pictures to solve problems involving proportional relationships.

PROCESS STANDARDS

M6P1. Students will solve problems (using appropriate technology).

- a. Build new mathematical knowledge through problem solving.
- b. Solve problems that arise in mathematics and in other contexts.
- c. Apply and adapt a variety of appropriate strategies to solve problems.

M6P3. Students will communicate mathematically.

- a. Organize and consolidate their mathematical thinking through communication.
- b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.
- d. Use the language of mathematics to express mathematical ideas precisely.

M6P4. Students will make connections among mathematical ideas and to other disciplines.

- c. Recognize and apply mathematics in contexts outside of mathematics.

M6P5. Students will represent mathematics in multiple ways.

- a. Create and use representations to organize, record, and communicate mathematical ideas.
- c. Use representations to model and interpret physical, social, and mathematical phenomena.

Grade Seven

PROCESS STANDARDS

M7P1. Students will solve problems (using appropriate technology).

- a. Build new mathematical knowledge through problem solving.

b. Solve problems that arise in mathematics and in other contexts.

M7P3. Students will communicate mathematically.

d. Use the language of mathematics to express mathematical ideas precisely.

M7P4. Students will make connections among mathematical ideas and to other disciplines.

c. Recognize and apply mathematics in contexts outside of mathematics.

M7P5. Students will represent mathematics in multiple ways.

a. Create and use representations to organize, record, and communicate mathematical ideas.

c. Use representations to model and interpret physical, social, and mathematical phenomena.

Science

Grade Three

LIFE SCIENCE

S3L2. Students will recognize the effects of pollution and humans on the environment.

b. Identify ways to protect the environment.

- Conservation of resources
- Recycling of materials

Grade Four

HABITS OF MIND

S4CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

c. Offer reasons for findings and consider reasons suggested by others.

S4CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

a. Add, subtract, multiply, and divide whole numbers mentally, on paper, and with a calculator.

S4CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters.

b. Use geometric figures, number sequences, graphs, diagrams, sketches, number lines, maps, and stories to represent corresponding features of objects, events, and processes in the real world. Identify ways in which the representations do not match their original counterparts.

S4CS5. Students will communicate scientific ideas and activities clearly.

c. Use numerical data in describing and comparing objects and events.

THE NATURE OF SCIENCE

S4CS8. Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:

a. Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments.

Grade Five

HABITS OF MIND

S5CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

a. Keep records of investigations and observations and do not alter the records later.

c. Offer reasons for findings and consider reasons suggested by others.

S5CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

a. Add, subtract, multiply, and divide whole numbers mentally, on paper, and with a calculator.

- S5CS5. Students will communicate scientific ideas and activities clearly.
- c. Use numerical data in describing and comparing objects and events.

THE NATURE OF SCIENCE

- S5CS8. Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:
- a. Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments.
 - b. Clear and active communication is an essential part of doing science. It enables scientists to inform others about their work, expose their ideas to criticism by other scientists, and stay informed about scientific discoveries around the world.

Grade Six

HABITS OF MIND

- S6CS1. Students will explore the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.
- b. Understand that hypotheses are valuable if they lead to fruitful investigations, even if the hypotheses turn out not to be completely accurate descriptions.
- S6CS3. Students will use computation and estimation skills necessary for analyzing data and following scientific explanations.
- d. Draw conclusions based on analyzed data.
- S6CS5. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.
- b. Identify several different models (such as physical replicas, pictures, and analogies) that could be used to represent the same thing, and evaluate their usefulness, taking into account such things as the model's purpose and complexity.
- S6CS6. Students will communicate scientific ideas and activities clearly.
- c. Organize scientific information using appropriate tables, charts, and graphs, and identify relationships they reveal.

THE NATURE OF SCIENCE

- S6CS9. Students will investigate the features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:
- a. Scientific investigations are conducted for different reasons. They usually involve collecting evidence, reasoning, devising hypotheses, and formulating explanations.

EARTH SCIENCE

- S6E3. Students will recognize the significant role of water in earth processes.
- a. Explain that a large portion of the Earth's surface is water, consisting of oceans, rivers, lakes, underground water, and ice.

THE EARTH

- S6E3b. Fresh water, limited in supply, is essential for life and also for most industrial processes. Rivers, lakes, and groundwater can be depleted or polluted, becoming unavailable or unsuitable for life.

PROCESSES THAT SHAPE THE EARTH

- S6E5h and S6E5i. Human activities, such as reducing the amount of forest cover, increasing the amount and variety of chemicals released into the atmosphere, and intensive farming, have changed the earth's land, oceans, and atmosphere. Some of these changes have decreased the capacity of the environment to support some life forms.

Grade Seven

HABITS OF MIND

S7CS1. Students will explore of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- b. Understand that hypotheses can be valuable, even if they turn out not to be completely accurate.

S7CS3. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

- d. Draw conclusions based on analyzed data.

S7CS5. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

- b. Understand that different models (such as physical replicas, pictures, and analogies) can be used to represent the same thing.

S7CS6. Students will communicate scientific ideas and activities clearly.

- c. Organize scientific information using appropriate simple tables, charts, and graphs, and identify relationships they reveal.

THE NATURE OF SCIENCE

S7CS9. Students will investigate the features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:

- b. Scientific investigations usually involve collecting evidence, reasoning, devising hypotheses, and formulating explanations to make sense of collected evidence.

Grade Eight

HABITS OF MIND

S8CS1. Students will explore the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- b. Understand that hypotheses can be valuable even if they turn out not to be completely accurate.

S8CS5. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

- b. Understand that different models (such as physical replicas, pictures, and analogies) can be used to represent the same thing.

S8CS6. Students will communicate scientific ideas and activities clearly.

- c. Organize scientific information in appropriate tables, charts, and graphs, and identify relationships they reveal.

THE NATURE OF SCIENCE

S8CS9. Students will understand the features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:

- b. Scientific investigations usually involve collecting evidence, reasoning, devising hypotheses, and formulating explanations to make sense of collected evidence.

Social Studies

Grade Three

ECONOMIC UNDERSTANDINGS

SS3E1. The student will describe the four types of productive resources.

- a. Natural (land).

SS3E3. The student will give examples of interdependence and trade and will explain how voluntary exchange benefits both parties.

- a. Describe the interdependence of consumers and producers of goods and services.

- c. Explain that some things are made locally, some elsewhere in the country, and some in other countries

Life and Death

English Language Arts

Grade Four

LISTENING, SPEAKING, AND VIEWING

ELA4LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- c. Responds to questions with appropriate information.

- j. Volunteers contributions and responds when directly solicited by teacher or discussion leader.

Grade Five

LISTENING, SPEAKING, AND VIEWING

ELA5LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- c. Responds to questions with appropriate information.

- i. Responds appropriately to comments and questions.

- j. Volunteers contributions and responds when directly solicited by teacher or discussion leader.

Grade Six

LISTENING, SPEAKING, AND VIEWING

ELA6LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- b. Asks relevant questions.

- c. Responds to questions with appropriate information.

Grade Seven

LISTENING, SPEAKING, AND VIEWING

ELA7LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- b. Asks relevant questions.

- c. Responds to questions with appropriate information.

Grade Eight

LISTENING, SPEAKING, AND VIEWING

ELA8LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- b. Asks relevant questions.

- c. Responds to questions with appropriate information.

Mathematics

Grade Three

ALGEBRA

M3A1. Students will use mathematical expressions to represent relationships between quantities and interpret given expressions.

- a. Describe and extend numeric and geometric patterns.

PROCESS SKILLS

M3P1. Students will solve problems that arise in mathematics and in other contexts.

a. Solve non-routine word problems using the strategy of logical reasoning as well as all strategies learned in previous grades.

M3P2. Students will investigate, develop, and evaluate mathematical arguments.

M3P4. Students will understand how mathematical ideas interconnect and build on one another and apply mathematics in other content areas.

M3P5. Students will create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas.

Grade Four

ALGEBRA

M4A1. Students will represent and interpret mathematical relationships in quantitative expressions.

a. Understand and apply patterns and rules to describe relationships and solve problems.

PROCESS SKILLS

M4P1. Using the appropriate technology, students will solve problems that arise in mathematics and in other contexts.

c. Determine the operation(s) needed to solve a problem.

M4P2. Students will investigate, develop, and evaluate mathematical arguments.

M4P3. Students will use the language of mathematics to express ideas precisely.

M4P4. Students will understand how mathematical ideas interconnect and build on one another and apply mathematics in other content areas.

M4P5. Students will create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas.

Grade Five

MEASUREMENT

M5M3. Students will measure capacity with appropriately chosen units and tools.

a. Use milliliters, liters, fluid ounces, cups, pints, quarts, and gallons to measure capacity.

PROCESS SKILLS

M5P1. Using the appropriate technology, students will solve problems that arise in mathematics and in other contexts.

b. Solve single and multi-step routine word problems related to all appropriate fifth grade math standards.

c. Determine the operation(s) needed to solve a problem.

M5P2. Students will investigate, develop, and evaluate mathematical arguments.

M5P3. Students will use the language of mathematics to express ideas precisely.

M5P4. Students will understand how mathematical ideas interconnect and build on one another and apply mathematics in other content areas.

M5P5. Students will create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas.

Grade Six

MEASUREMENT

M6M2. Students will use appropriate units of measure for finding length, perimeter, area and volume and will express each quantity using the appropriate unit.

- b. Select and use units of appropriate size and type to measure length, perimeter, area and volume.
- c. Compare and contrast units of measure for perimeter, area, and volume.

ALGEBRA

M6A1. Students will understand the concept of ratio and use it to represent quantitative relationships.

- M6A2. Students will consider relationships between varying quantities.
- a. Analyze and describe patterns arising from mathematical rules, tables, and graphs.
 - b. Use manipulatives or draw pictures to solve problems involving proportional relationships.

PROCESS STANDARDS

- M6P1. Students will solve problems (using appropriate technology).
- a. Build new mathematical knowledge through problem solving.
 - b. Solve problems that arise in mathematics and in other contexts.
 - c. Apply and adapt a variety of appropriate strategies to solve problems.

- M6P3. Students will communicate mathematically.
- a. Organize and consolidate their mathematical thinking through communication.
 - d. Use the language of mathematics to express mathematical ideas precisely.

- M6P4. Students will make connections among mathematical ideas and to other disciplines.
- c. Recognize and apply mathematics in contexts outside of mathematics.

- M6P5. Students will represent mathematics in multiple ways.
- a. Create and use representations to organize, record, and communicate mathematical ideas.
 - c. Use representations to model and interpret physical, social, and mathematical phenomena.

Grade Seven

PROCESS STANDARDS

- M7P1. Students will solve problems (using appropriate technology).
- a. Build new mathematical knowledge through problem solving.
 - b. Solve problems that arise in mathematics and in other contexts.
- M7P3. Students will communicate mathematically.
- d. Use the language of mathematics to express mathematical ideas precisely.
- M7P4. Students will make connections among mathematical ideas and to other disciplines.
- c. Recognize and apply mathematics in contexts outside of mathematics.
- M7P5. Students will represent mathematics in multiple ways.
- a. Create and use representations to organize, record, and communicate mathematical ideas.
 - c. Use representations to model and interpret physical, social, and mathematical phenomena.

Grade Eight

PROCESS STANDARDS

- M8P1. Students will solve problems (using appropriate technology).
- a. Build new mathematical knowledge through problem solving.
 - b. Solve problems that arise in mathematics and in other contexts.

- M8P3. Students will communicate mathematically.
- d. Use the language of mathematics to express mathematical ideas precisely.
- M8P4. Students will make connections among mathematical ideas and to other disciplines.
- c. Recognize and apply mathematics in contexts outside of mathematics.
- M8P5. Students will represent mathematics in multiple ways.
- a. Create and use representations to organize, record, and communicate mathematical ideas.
 - c. Use representations to model and interpret physical, social, and mathematical phenomena.

Science

Grade Three

HABITS OF MIND

- S3CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters.
- b. Use geometric figures, number sequences, graphs, diagrams, sketches, number lines, maps, and stories to represent corresponding features of objects, events, and processes in the real world.
- S3CS5. Students will communicate scientific ideas and activities clearly.
- c. Use numerical data in describing and comparing objects and events.

THE NATURE OF SCIENCE

- S3CS8. Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:
- a. Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments.

Grade Four

HABITS OF MIND

- S4CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.
- c. Offer reasons for findings and consider reasons suggested by others.
- S4CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters.
- b. Use geometric figures, number sequences, graphs, diagrams, sketches, number lines, maps, and stories to represent corresponding features of objects, events, and processes in the real world. Identify ways in which the representations do not match their original counterparts.
 - c. Identify patterns of change in things—such as steady, repetitive, or irregular change—using records, tables, or graphs of measurements where appropriate.
- S4CS5. Students will communicate scientific ideas and activities clearly.
- c. Use numerical data in describing and comparing objects and events.

THE NATURE OF SCIENCE

- S4CS8. Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:
- a. Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments.

LIFE SCIENCE

- S4L1. Students will describe the roles of organisms and the flow of energy within an ecosystem.
- d. Predict effects on a population if some of the plants or animals in the community are scarce or if there are too many.

Grade Five

HABITS OF MIND

S5CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

- a. Add, subtract, multiply, and divide whole numbers mentally, on paper, and with a calculator.

S5CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters.

- c. Identify patterns of change in things—such as steady, repetitive, or irregular change—using records, tables, or graphs of measurements where appropriate.

S5CS5. Students will communicate scientific ideas and activities clearly.

- c. Use numerical data in describing and comparing objects and events.

THE NATURE OF SCIENCE

S5CS8. Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:

- a. Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments.

Grade Six

HABITS OF MIND

S6CS3. Students will use computation and estimation skills necessary for analyzing data and following scientific explanations.

- d. Draw conclusions based on analyzed data.

S6CS5. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

- b. Identify several different models (such as physical replicas, pictures, and analogies) that could be used to represent the same thing, and evaluate their usefulness, taking into account such things as the model's purpose and complexity.

THE NATURE OF SCIENCE

S6CS9. Students will investigate the features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:

- a. Scientific investigations are conducted for different reasons. They usually involve collecting evidence, reasoning, devising hypotheses, and formulating explanations.

PROCESSES THAT SHAPE THE EARTH

S6E5h and S6E5i. Human activities, such as reducing the amount of forest cover, increasing the amount and variety of chemicals released into the atmosphere, and intensive farming, have changed the earth's land, oceans, and atmosphere. Some of these changes have decreased the capacity of the environment to support some life forms.

Grade Seven

HABITS OF MIND

S7CS3. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

- d. Draw conclusions based on analyzed data.

S7CS5. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

- b. Understand that different models (such as physical replicas, pictures, and analogies) can be used to represent the same thing.

THE NATURE OF SCIENCE

- S7CS9. Students will investigate the features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:
- b. Scientific investigations usually involve collecting evidence, reasoning, devising hypotheses, and formulating explanations to make sense of collected evidence.

Grade Eight

HABITS OF MIND

- S8CS3. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.
- f. Use ratios and proportions, including constant rates, in appropriate problems.

S8CS5. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

- b. Understand that different models (such as physical replicas, pictures, and analogies) can be used to represent the same thing.

THE NATURE OF SCIENCE

- S8CS9. Students will understand the features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:
- b. Scientific investigations usually involve collecting evidence, reasoning, devising hypotheses, and formulating explanations to make sense of collected evidence.

Social Studies

Grade Seven

SOUTHERN AND EASTERN ASIA

GEOGRAPHIC UNDERSTANDING

- SS7G10. The student will evaluate the impact of government policies and individual behaviors on Southern and Eastern Asia's environment
- c. Describe the environmental problems, such as over population, industrial pollution, and flooding, facing countries in Eastern Asia including China, Japan, and South Korea.

Grade Six

EUROPE

HISTORICAL UNDERSTANDING

- SS6H4. The student will describe the important developments in Europe between 1400 CE.
- f. Describe the Industrial Revolution including the impact on cities, life styles, and agriculture.

Maria's Education

English Language Arts

Grade Six

LISTENING, SPEAKING, AND VIEWING

ELA6LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- h. Responds appropriately to comments and questions.
- i. Volunteers contributions and responds when directly solicited by teacher or discussion leader.

Grade Seven

LISTENING, SPEAKING, AND VIEWING

ELA7LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- h. Responds appropriately to comments and questions.
- i. Volunteers contributions and responds when directly solicited by teacher or discussion leader.

Grade Eight

LISTENING, SPEAKING, AND VIEWING

ELA8LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- h. Responds appropriately to comments and questions.
- i. Volunteers contributions and responds when directly solicited by teacher or discussion leader.

Grade Nine

LISTENING, SPEAKING, AND VIEWING

ELA9LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- f. Volunteers contributions and responds when directly solicited by teacher or discussion leader.

Grade Ten

LISTENING, SPEAKING, AND VIEWING

ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- b. Asks relevant questions.
- c. Responds to questions with appropriate information.

- f. Contributes voluntarily and responds directly when solicited by teacher or discussion leader.

Grade Eleven

LISTENING, SPEAKING, AND VIEWING

ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- a. Initiates new topics in addition to responding to adult-initiated topics.
- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- f. Volunteers contributions and responds when directly solicited by teacher or discussion leader.

Grade Twelve

LISTENING, SPEAKING, AND VIEWING

ELA12LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- a. Initiates new topics in addition to responding to adult-initiated topics.
- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- f. Volunteers contributions and responds when directly solicited by teacher or discussion leader.

Social Studies

Grade Six

LATIN AMERICA & CANADA

GEOGRAPHIC UNDERSTANDINGS

SS6G4. The student will describe the cultural characteristic of Latin America and the Caribbean and Canada.

- d. Explain how the literacy rate in Canada, Mexico, Brazil, and Chile affects each nations development in the modern world.

EUROPE

GEOGRAPHIC UNDERSTANDING

SS6G8. The student will describe the cultural characteristics of Europe.

- c. Explain how the literacy rate in Europe has impacted its development in the modern world.

Grade Seven

AFRICA

GEOGRAPHIC UNDERSTANDING

SS7G4. The student will describe the cultural characteristic of different people who live in Africa.

- b. Evaluate how the literacy rate of the countries such as Sudan, South Africa, and Egypt has affected their development.

SOUTHWEST ASIA (MIDDLE EAST)

GEOGRAPHIC UNDERSTANDING

SS7G8. The student will describe the diverse cultural characteristic of the people who live in Southwestern Asia.

- b. Evaluate the effect of the literacy rate on the development of Middle Eastern countries such as Syria, Iran, Israel, and Saudi Arabia.

SOUTHERN AND EASTERN ASIA

GEOGRAPHIC UNDERSTANDING

SS7G12. The student will describe the diverse cultural characteristic of the people who live in Southern and Eastern Asia.

b. Evaluate the effect of the literacy rate on the development of countries such as India, Indonesia, China, and Japan.

Grades Nine to Twelve (World Geography)

SSWG8. The student will describe the interaction of physical and human systems that have shaped contemporary Canada and the United States

c. Explain the reasons for the population distribution in Canada and the United States.

Grades Nine to Twelve (Economics)

FUNDAMENTAL ECONOMIC CONCEPTS

SSEF6. The student will explain how productivity, economic growth and future standards of living are influenced by investment in factories, machinery, new technology and the health, education and training of people.

c. Give examples of how investment in education can lead to a higher standard of living.

The More the Merrier?

English Language Arts

Grade Six

LISTENING, SPEAKING, AND VIEWING

ELA6LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- b. Asks relevant questions.

- c. Responds to questions with appropriate information.

- h. Responds appropriately to comments and questions.

Grade Seven

LISTENING, SPEAKING, AND VIEWING

ELA7LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- b. Asks relevant questions.

- c. Responds to questions with appropriate information.

- h. Responds appropriately to comments and questions.

Grade Eight

LISTENING, SPEAKING, AND VIEWING

ELA8LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- b. Asks relevant questions.

- h. Responds appropriately to comments and questions.

Timber!

English Language Arts

Grade Four

LISTENING, SPEAKING, AND VIEWING

ELA4LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- j. Volunteers contributions and responds when directly solicited by teacher or discussion leader.

Grade Five

LISTENING, SPEAKING, AND VIEWING

ELA5LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- i. Responds appropriately to comments and questions.
- j. Volunteers contributions and responds when directly solicited by teacher or discussion leader.

Grade Six

LISTENING, SPEAKING, AND VIEWING

ELA6LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- b. Asks relevant questions.
- c. Responds to questions with appropriate information.

Grade Seven

LISTENING, SPEAKING, AND VIEWING

ELA7LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- b. Asks relevant questions.
- c. Responds to questions with appropriate information.

Grade Eight

LISTENING, SPEAKING, AND VIEWING

ELA8LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- b. Asks relevant questions.
- c. Responds to questions with appropriate information.

Mathematics

Grade Three

NUMBER AND OPERATIONS

M3N2. Students will further develop their skills of addition and subtraction and apply them in problem solving.

- c. Solve problems requiring addition and subtraction.

ALGEBRA

- M3A1. Students will use mathematical expressions to represent relationships between quantities and interpret given expressions.
- Describe and extend numeric and geometric patterns.

DATA ANALYSIS

- M3D1. Students will create and interpret simple tables and graphs.
- Solve problems by organizing and displaying data in bar graphs and tables.

PROCESS SKILLS

- M3P1. Students will solve problems that arise in mathematics and in other contexts.
- Solve non-routine word problems using the strategy of logical reasoning as well as all strategies learned in previous grades.
 - Solve single and multi-step routine word problems related to all appropriate third grade math standards.
- M3P4. Students will understand how mathematical ideas interconnect and build on one another and apply mathematics in other content areas.
- M3P5. Students will create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas.

Grade Four

ALGEBRA

- M4A1. Students will represent and interpret mathematical relationships in quantitative expressions.
- Understand and apply patterns and rules to describe relationships and solve problems.

DATA ANALYSIS

- M4D1. Students will gather, organize, and display data according to the situation and compare related features.
- Represent data in bar, line and pictographs.

PROCESS SKILLS

- M4P1. Using the appropriate technology, students will solve problems that arise in mathematics and in other contexts.
- Solve non-routine word problems using the strategies of work backwards, use or make a table, and make an organized list as well as all strategies learned in previous grades.
 - Solve single and multi-step routine word problems related to all appropriate fourth grade math standards.
 - Determine the operation(s) needed to solve a problem.
- M4P2. Students will investigate, develop, and evaluate mathematical arguments.
- M4P3. Students will use the language of mathematics to express ideas precisely.
- M4P4. Students will understand how mathematical ideas interconnect and build on one another and apply mathematics in other content areas.
- M4P5. Students will create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas.

Grade Five

DATA ANALYSIS

- M5D1. Students will analyze graphs.
- Analyze data presented in a graph.
- M5D2. Students will collect, organize, and display data using the most appropriate graph.

PROCESS SKILLS

- M5P1. Using the appropriate technology, students will solve problems that arise in mathematics and in other contexts.
- Solve non-routine word problems using the strategy of make it simpler as well as all strategies learned in previous grades.
 - Solve single and multi-step routine word problems related to all appropriate fifth grade math standards.
- M5P2. Students will investigate, develop, and evaluate mathematical arguments.
- M5P3. Students will use the language of mathematics to express ideas precisely.
- M5P4. Students will understand how mathematical ideas interconnect and build on one another and apply mathematics in other content areas.
- M5P5. Students will create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas.

Grade Six

ALGEBRA

- M6A2. Students will consider relationships between varying quantities.
- Analyze and describe patterns arising from mathematical rules, tables, and graphs.
 - Use manipulatives or draw pictures to solve problems involving proportional relationships.

DATA ANALYSIS AND PROBABILITY

- M6D1. Students will pose questions, collect data, represent and analyze the data, and interpret results.
- Formulate questions that can be answered by data. Students should collect data by using samples from a larger population (surveys), or by conducting experiments.
 - Using data, construct frequency distributions, frequency tables, and graphs.
 - Relate the data analysis to the context of the questions posed.

PROCESS STANDARDS

- M6P1. Students will solve problems (using appropriate technology).
- Build new mathematical knowledge through problem solving.
 - Solve problems that arise in mathematics and in other contexts.
 - Apply and adapt a variety of appropriate strategies to solve problems.
- M6P2. Students will reason and evaluate mathematical arguments.
- Make and investigate mathematical conjectures.
- M6P3. Students will communicate mathematically.
- Organize and consolidate their mathematical thinking through communication.
 - Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.
 - Use the language of mathematics to express mathematical ideas precisely.
- M6P4. Students will make connections among mathematical ideas and to other disciplines.
- Recognize and apply mathematics in contexts outside of mathematics.

Grade Seven

PROCESS STANDARDS

M7P1. Students will solve problems (using appropriate technology).

- a. Build new mathematical knowledge through problem solving.
- b. Solve problems that arise in mathematics and in other contexts.

M7P3. Students will communicate mathematically.

- d. Use the language of mathematics to express mathematical ideas precisely.

M7P4. Students will make connections among mathematical ideas and to other disciplines.

- c. Recognize and apply mathematics in contexts outside of mathematics.

Grade Eight

ALGEBRA

M8A3. Students will understand relations and linear functions.

- h. Identify relations and functions as linear or nonlinear.

M8A5. Students will understand systems of linear equations and use them to solve problems.

- b. Solve systems of equations graphically and algebraically, using technology as appropriate.
- c. Interpret solutions in problem contexts.

PROCESS STANDARDS

M8P1. Students will solve problems (using appropriate technology).

- a. Build new mathematical knowledge through problem solving.
- b. Solve problems that arise in mathematics and in other contexts.

M8P3. Students will communicate mathematically.

- d. Use the language of mathematics to express mathematical ideas precisely.

M8P4. Students will make connections among mathematical ideas and to other disciplines.

- c. Recognize and apply mathematics in contexts outside of mathematics.

Science

Grade Four

HABITS OF MIND

S4CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- c. Offer reasons for findings and consider reasons suggested by others.

S4CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

- a. Add, subtract, multiply, and divide whole numbers mentally, on paper, and with a calculator.

S4CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters.

- b. Use geometric figures, number sequences, graphs, diagrams, sketches, number lines, maps, and stories to represent corresponding features of objects, events, and processes in the real world. Identify ways in which the representations do not match their original counterparts.

- c. Identify patterns of change in things—such as steady, repetitive, or irregular change—using records, tables, or graphs of measurements where appropriate.

S4CS5. Students will communicate scientific ideas and activities clearly.

- c. Use numerical data in describing and comparing objects and events.

THE NATURE OF SCIENCE

S4CS8. Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:

- a. Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments.

Grade Five

HABITS OF MIND

S5CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- a. Keep records of investigations and observations and do not alter the records later.

- c. Offer reasons for findings and consider reasons suggested by others.

S5CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

- a. Add, subtract, multiply, and divide whole numbers mentally, on paper, and with a calculator.

S5CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters.

- c. Identify patterns of change in things—such as steady, repetitive, or irregular change—using records, tables, or graphs of measurements where appropriate.

S5CS5. Students will communicate scientific ideas and activities clearly.

- c. Use numerical data in describing and comparing objects and events.

THE NATURE OF SCIENCE

S5CS8. Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:

- a. Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments.

- b. Clear and active communication is an essential part of doing science. It enables scientists to inform others about their work, expose their ideas to criticism by other scientists, and stay informed about scientific discoveries around the world.

Grade Six

HABITS OF MIND

S6CS1. Students will explore the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- a. Understand the importance of—and keep—honest, clear, and accurate records in science.

S6CS3. Students will use computation and estimation skills necessary for analyzing data and following scientific explanations.

- a. Analyze scientific data by using, interpreting, and comparing numbers in several equivalent forms, such as integers and decimals.

- d. Draw conclusions based on analyzed data.

S6CS5. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

- b. Identify several different models (such as physical replicas, pictures, and analogies) that could be used to represent the same thing, and evaluate their usefulness, taking into account such things as the model's purpose and complexity.

S6CS6. Students will communicate scientific ideas and activities clearly.

- c. Organize scientific information using appropriate tables, charts, and graphs, and identify relationships they reveal.

THE NATURE OF SCIENCE

S6CS9. Students will investigate the features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:

- a. Scientific investigations are conducted for different reasons. They usually involve collecting evidence, reasoning, devising hypotheses, and formulating explanations.

PROCESSES THAT SHAPE THE EARTH

S6E5h and S6E5i. Human activities, such as reducing the amount of forest cover, increasing the amount and variety of chemicals released into the atmosphere, and intensive farming, have changed the earth's land, oceans, and atmosphere. Some of these changes have decreased the capacity of the environment to support some life forms.

Grade Seven

HABITS OF MIND

S7CS3. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

- a. Analyze scientific data by using, interpreting, and comparing numbers in several equivalent forms, such as integers, fractions, decimals, and percents.

- d. Draw conclusions based on analyzed data.

S7CS5. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

- b. Understand that different models (such as physical replicas, pictures, and analogies) can be used to represent the same thing.

S7CS6. Students will communicate scientific ideas and activities clearly.

- c. Organize scientific information using appropriate simple tables, charts, and graphs, and identify relationships they reveal.

THE NATURE OF SCIENCE

S7CS9. Students will investigate the features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:

- b. Scientific investigations usually involve collecting evidence, reasoning, devising hypotheses, and formulating explanations to make sense of collected evidence.

Grade Eight

HABITS OF MIND

S8CS3. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

- a. Analyze scientific data by using, interpreting, and comparing numbers in several equivalent forms, such as integers, fractions, decimals, and percents.

- f. Use ratios and proportions, including constant rates, in appropriate problems.

S8CS5. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

- b. Understand that different models (such as physical replicas, pictures, and analogies) can be used to represent the same thing.

S8CS6. Students will communicate scientific ideas and activities clearly.

- c. Organize scientific information in appropriate tables, charts, and graphs, and identify relationships they reveal.

THE NATURE OF SCIENCE

- S8CS9. Students will understand the features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:
- b. Scientific investigations usually involve collecting evidence, reasoning, devising hypotheses, and formulating explanations to make sense of collected evidence.

Social Studies

Grade Three

ECONOMIC UNDERSTANDINGS

- SS3E1. The student will describe the four types of productive resources.
- a. Natural (land).

- SS3E3. The student will give examples of interdependence and trade and will explain how voluntary exchange benefits both parties.

- a. Describe the interdependence of consumers and producers of goods and services.

People Count: Facing the Population Challenge (Reading)

English Language Arts

Grade Six

READING ACROSS THE CURRICULUM

ELA6RC2. The student participates in discussions related to curricular learning in all subject areas. The student

- c. Relates messages and themes from one subject area to those in another area.

- f. Recognizes and uses the features of disciplinary texts (e.g., charts, graphs, photos, maps, highlighted vocabulary).

Grade Seven

READING ACROSS THE CURRICULUM

ELA7RC2. The student participates in discussions related to curricular learning in all subject areas. The student

- c. Relates messages and themes from one subject area to those in another area.

Grade Eight

READING ACROSS THE CURRICULUM

ELA8RC2. The student participates in discussions related to curricular learning in all subject areas. The student

- c. Relates messages and themes from one subject area to those in another area.

Social Studies

Grade Six

LATIN AMERICA & CANADA

ECONOMIC UNDERSTANDINGS

SS6E3. The student will describe the factors that influence economic growth and examine their presence or absence in countries such as Canada, Mexico, Brazil, and Argentina.

- c. Describe the role of natural resources, including land, air, water, minerals, time, and other gifts of nature.

EUROPE

HISTORICAL UNDERSTANDING

SS6H4. The student will describe the important developments in Europe between 1400 CE.

- f. Describe the Industrial Revolution including the impact on cities, life styles, and agriculture.

ECONOMIC UNDERSTANDING

SS6E7. The student will describe the factors that cause economic growth and examine their presence or absence in countries such as England, Germany, Russia, Poland, and Romania.

- c. Describe the role of natural resources, including land, air, water, minerals, time, and other gifts of nature.

Grade Seven

SOUTHERN AND EASTERN ASIA

GEOGRAPHIC UNDERSTANDING

SS7G10. The student will evaluate the impact of government policies and individual behaviors on Southern and Eastern Asia's environment

- c. Describe the environmental problems, such as over population, industrial pollution, and flooding, facing countries in Eastern Asia including China, Japan, and South Korea.

- d. Explain efforts by governments and industries in China, Japan, and South Korea to meet environmental problems such as over population, industrial pollution, and flooding.