

SCIENCE

Integrated Science I

Course #: SC-07	Grade Level: 7
Course Name: Integrated Science I	Level of Difficulty: Average
Prerequisites: None	1 year

Strand 1: Inquiry Process

“Science as inquiry is basic to science education and a controlling principle in the continuing organization and selection of students’ activities. Students at all grade levels and in every domain of science should have the opportunity to use scientific inquiry and develop the ability to think and act in ways associated with inquiry...” (National Science Education Standards, 1995).

Inquiry Process establishes the basis for students’ learning in science. Students use scientific processes: questioning, planning and conducting investigations, using appropriate tools and techniques to gather data, thinking critically and logically about relationships between evidence and explanations, and communicating results.

Concepts

Concept 1: Observations, Questions, and Hypotheses

Formulate predictions, questions, or hypotheses based on observations. Locate appropriate resources.

Concept 2: Scientific Testing (Investigating and Modeling)

Design and conduct controlled investigations.

Concept 3: Analysis and Conclusions

Analyze and interpret data to explain correlations and results; formulate new questions.

Concept 4: Communication

Communicate results of investigations.

Students should know and be able to...

Concept Number	Concept	PO No.	Performance Objective	Vocabulary	Notes/Integration/Resources
S1C1	Observations, Questions, and Hypotheses	1	Formulate questions based on observations that lead to the development of a hypothesis. <i>(See M07-S2C1-01)</i> <ul style="list-style-type: none"> Write a testable question based on an observation i.e. given a scenario, student will be able to identify the problem and write the question 	observation, scientific question (testable), inference	
		2	Select appropriate resources for background information related to a question, for use in the design of a controlled investigation. <i>(See W-E8-01)</i> <ul style="list-style-type: none"> e.g. Internet, advertisements, textbooks 		
		3	Explain the role of a hypothesis in a scientific inquiry. <ul style="list-style-type: none"> i.e. hypothesis must be testable and in the form of a cause and effect statement 	hypothesis	

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Concept Number	Concept	PO No.	Performance Objective	Vocabulary	Notes/Integration/Resources
S1C2	Scientific Testing (Investigating and Modeling)	1	<i>Demonstrate safe behavior and appropriate procedures (e.g., use and care of technology, materials, organisms) in all science inquiry.</i> <ul style="list-style-type: none"> ▪ i.e. signed Flinn safety contract 		
		2	<i>Design an investigation to test individual variables using scientific processes.</i> <ul style="list-style-type: none"> ▪ i.e. students will be able to identify independent variable, dependent variable, and the controlled variable ▪ e.g. (constants and extraneous) 	investigation (experiment), variables (dependent, independent, and control), cause and effect	WS3C3, PO1
		3	<i>Conduct a controlled investigation, utilizing multiple trials, to test a hypothesis using scientific processes.</i> <ul style="list-style-type: none"> ▪ investigation in which all but one variable remain constant 	(constant) , control variable, experimental group, control group	
		4	<i>Perform measurements using appropriate scientific tools (e.g., balances, microscopes, probes, micrometers).</i>		MS4C4, PO1
		5	<i>Keep a record of observations, notes, sketches, questions, and ideas using tools such as written and/or computer logs.</i> <ul style="list-style-type: none"> ▪ e.g. line graph, bar, histogram (SC1C4, PO1) ▪ e.g. look for trends such as increasing or decreasing patterns ▪ e.g. design a data table (chart) ▪ e.g. data table ▪ e.g. line graph (change in time) ▪ e.g. bar graph (comparison) ▪ e.g. histogram - range 		WS3C2, PO1

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S1C3	Analysis and Conclusions	1	<i>Analyze data obtained in a scientific investigation to identify trends.</i> (See M07-S2C1-08)	e.g. trend and analyze, correlation	
		2	Form a logical argument about a correlation between variables or sequence of events (e.g., construct a cause-and-effect chain that explains a sequence of events). <ul style="list-style-type: none"> ▪ relationships ▪ compare variables 	relationships, e.g. inverse, etc. (cause and effect)	
		3	Analyze results of data collection in order to accept or reject the hypothesis. <ul style="list-style-type: none"> ▪ define the patterns and trends 	patterns	
		4	Determine validity and reliability of results of an investigation. <ul style="list-style-type: none"> ▪ identify experimental errors 	e.g. validity and reliability	
		5	Formulate a conclusion based on data analysis. <ul style="list-style-type: none"> ▪ student will state whether hypothesis is accepted or rejected based on analysis ▪ (e.g. support, does not support) 	conclusion	
		6	Refine hypotheses based on results from investigations. <ul style="list-style-type: none"> ▪ e.g. choose an alternate hypothesis 		
		7	Formulate new questions based on the results of a previous investigation. <ul style="list-style-type: none"> ▪ e.g. does this lead to further investigation 		

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Concept Number	Concept	PO No.	Performance Objective	Vocabulary	Notes/Integration/Resources
S1C4	Communication	1	<p><i>Choose an appropriate graphic representation for collected data:</i></p> <ul style="list-style-type: none"> • <i>line graph</i> • <i>double bar graph</i> • <i>stem and leaf plot</i> • <i>histogram</i> <p><i>(See M07-S2C1-03)</i></p> <ul style="list-style-type: none"> ▪ proper labeling (including units of measurement, title, and correct placing of independent and dependent variables on the appropriate axis) 	variables, units (labels), x axis, y axis, define all graphs	
		2	<p><i>Display data collected from a controlled investigation.</i></p> <p><i>(See M07-S2C1-03)</i></p> <ul style="list-style-type: none"> ▪ appropriate chart including title, variables and units ▪ e.g. data table 	variables, units (labels), x axis, y axis, define all graphs	
		3	<p><i>Communicate the results of an investigation with appropriate use of qualitative and quantitative information.</i></p> <p><i>(See W-E6-PO1)</i></p> <ul style="list-style-type: none"> ▪ qualitative observations involves quality or kind (descriptions) ▪ quantitative observations involves measurement or amount 	qualitative observation, quantitative observation	SC1C3, PO3
		4	<p><i>Write clear, step-by-step instructions for following procedures (without the use of personal pronouns).</i></p> <ul style="list-style-type: none"> ▪ e.g. (without use of opinions) 	e.g. procedures	WS3C3, PO1
		5	<p><i>Communicate the results and conclusion of the investigation.</i></p> <ul style="list-style-type: none"> ▪ e.g. individual or small group, written, oral, white board, technology presentations 		

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Strand 2: History and Nature of Science

Knowledge of the nature of science is central to the understanding of the scientific enterprise” (National Assessment of Educational Progress, 2000).

Scientific investigation grows from the contributions of many people. History and Nature of Science emphasizes the importance of the inclusion of historical perspectives and the advances that each new development brings to technology and human knowledge. This strand focuses on the human aspects of science and the role that scientists play in the development of various cultures.

Concepts

Concept 1: History of Science as a Human Endeavor
Identify individual, cultural, and technological contributions to scientific knowledge.

Concept 2: Nature of Scientific Knowledge
Understand how science is a process for generating knowledge.

Students should know and be able to...

Concept Number	Concept	PO No.	Performance Objective	Vocabulary	Notes/Integration/Resources
S2C1	History of Science as a Human Endeavor	1	<i>Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Rachel Carson [scientist], supports Strand 4; Luis Alvarez [scientist] and Walter Alvarez [scientist], support Strand 6; Percival Lowell [scientist], supports Strand 6; Copernicus [scientist], supports Strand 6).</i> <ul style="list-style-type: none"> ▪ i.e. Alfred Wegener, Copernicus, Galileo, Ptolemy, Newton (gravity), Richter ▪ e.g. Hubble, Lowell 		
		2	<i>Describe how a major milestone in science or technology has revolutionized the thinking of the time (e.g., global positioning system, telescopes, seismographs, photography).</i> <ul style="list-style-type: none"> ▪ e.g. plate tectonics, telescopes, seismographs, Richter Scale 		
		3	<i>Analyze the impact of a major scientific development occurring within the past decade.</i>		
		4	<i>Analyze the use of technology in science-related careers.</i>		

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Concept Number	Concept	PO No.	Performance Objective	Vocabulary	Notes/Integration/Resources
S2C2	Nature of Scientific Knowledge	1	<p><i>Describe how science is an ongoing process that changes in response to new information and discoveries.</i></p> <ul style="list-style-type: none"> ▪ e.g. theories, genetic research, space, medicine, etc. 		
		2	<p><i>Describe how scientific knowledge is subject to change as new information and/or technology challenges prevailing theories.</i></p> <ul style="list-style-type: none"> ▪ e.g. plate tectonics, sea floor spreading, heliocentric/geocentric solar system models, theories 	e.g. geocentric, e.g. heliocentric	
		3	<p><i>Apply the following scientific processes to other problem solving or decision making situations:</i></p> <ul style="list-style-type: none"> • <i>observing</i> • <i>questioning</i> • <i>communicating</i> • <i>comparing</i> • <i>measuring</i> • <i>classifying</i> • <i>predicting</i> • <i>organizing data</i> • <i>inferring</i> • <i>generating hypotheses</i> • <i>identifying variables</i> 	e.g. define all terms/processes	

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Strand 3: Science in Personal and Social Perspectives

Science in Personal and Social Perspectives emphasizes developing the ability to design a solution to a problem, to understand the relationship between science and technology, and the ways people are involved in both. Students understand the impact of science and technology on human activity and the environment. This strand affords students the opportunity to understand their place in the world – as living creatures, consumers, decision makers, problem solvers, managers, and planners.

Concepts

Concept 1: Changes in Environments

Describe the interactions between human populations, natural hazards, and the environment.

Concept 2: Science and Technology in Society

Develop viable solutions to a need or problem.

Students should know and be able to...

Concept Number	Concept	PO No.	Performance Objective	Vocabulary	Notes/Integration/Resources
S3C1	Changes in Environments	1	Analyze environmental risks (e.g., pollution, destruction of habitat) caused by human interaction with biological or geological systems.	e.g. biological/geological systems	e.g. urban sprawl, deforestation S4C3, PO3 as reference e.g. Jack Rabbit/Coyote simulation
		2	Analyze environmental benefits of the following human interactions with biological or geological systems: <ul style="list-style-type: none"> • reforestation • habitat restoration • construction of dams 	e.g. define terms;, reforestation, habitat restoration	e.g. Jack Rabbit/Coyote simulation
		3	Propose possible solutions to address the environmental risks in biological or geological systems.		WC1C5, PO3 i.e. Jack Rabbit/Coyote simulation

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S3C2	Science and Technology in Society	1	<i>Propose viable methods of responding to an identified need or problem.</i> <ul style="list-style-type: none"> ▪ e.g. environmental pollutions, etc. 		e.g. Grimy Gulch
		2	<i>Compare solutions to best address an identified need or problem.</i> <ul style="list-style-type: none"> ▪ e.g. communicate solutions 		e.g. Grimy Gulch
		3	<i>Design and construct a solution to an identified need or problem using simple classroom materials.</i> <ul style="list-style-type: none"> ▪ see Inquiry Process (Strand 1) ▪ S1C2, PO2, PO3, PO4, PO5 		
		4	Describe a scientific discovery that influences technology. <ul style="list-style-type: none"> ▪ See S2C1, PO3 		

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Strand 4: Life Science

“The fundamental goal of life sciences is to attempt to understand and explain the nature of life” (NAEP 2000).

Life Science expands students’ biological understanding of life by focusing on the characteristics of living things, the diversity of life, and how organisms and populations change over time in terms of biological adaptation and genetics. This understanding includes the relationship of structures to their functions and life cycles, interrelationships of matter and energy in living organisms, and the interactions of living organisms with their environment.

Concepts

Concept 1: Structure and Function in Living Systems. No performance objectives at this grade level.
Understand the relationships between structures and functions of organisms.

Concept 2: Reproduction and Heredity. No performance objectives at this grade level.
Understand the basic principles of heredity.

Concept 3: Populations of Organisms in an Ecosystem.
Analyze the relationships among various organisms and their environment.

Concept 4: Diversity, Adaptation, and Behavior. No performance objectives at this grade level.
Identify structural and behavioral adaptations.

Students should know and be able to...

Concept Number	Concept	PO No.	Performance Objective	Vocabulary	Notes/Integration/Resources
S4C3	Populations of Organisms in an Ecosystem	1	Compare food chains in a specified ecosystem and their corresponding food web. <ul style="list-style-type: none"> ▪ e.g. given a food web, student will identify a food chain 	food chain, ecosystems, producer, consumers - (herbivore, carnivore, omnivore, decomposer), organisms, food web	
		2	Explain how organisms obtain and use resources to develop and thrive in: <ul style="list-style-type: none"> • niches • predator/prey relationships <ul style="list-style-type: none"> ▪ i.e. <ol style="list-style-type: none"> 1. energy (sun) ultimate source of energy 2. define ecosystems and the various types of ecosystems 3. identify components within ecosystem e.g. living/non-living biotic/abiotic 4. roles of organism within an ecosystem producer/consumer (herbivore, omnivore, carnivore, decomposer) 	niche, predator, prey, organism , ecology, e.g. solar energy, living, non-living, biotic, abiotic,	

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Concept Number	Concept	PO No.	Performance Objective	Vocabulary	Notes/Integration/Resources
S4C3 (cont.)		3	Analyze the interactions of living organisms with their ecosystems: <ul style="list-style-type: none"> • limiting factors • carrying capacity <ul style="list-style-type: none"> ▪ S3C1, PO1, PO2, PO3 	limiting factor, carry capacity, population, environment	S3C1, PO1, PO13 e.g. Jack Rabbit/Coyote simulation
		4	Evaluate data related to problems associated with population growth (e.g., overgrazing, forest management, invasion of non-native species) and the possible solutions. <ul style="list-style-type: none"> ▪ e.g. textbook data, teacher resource. ▪ e.g. given a population, identify the peak or lag caused by the given effect. 	e.g. species	
		5	Predict how environmental factors (e.g., floods, droughts, temperature changes) affect survival rates in living organisms. <ul style="list-style-type: none"> ▪ e.g. see PO4 ▪ e.g. given a scenario – make a prediction based on circumstances 		
		6	Create a model of the interactions of living organisms within an ecosystem. <ul style="list-style-type: none"> ▪ e.g. model, multimedia, diorama, poster, etc. 	e.g. community	WS1C5, PO3

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Strand 6: Earth and Space Science

“Earth science is the study of the planets, Earth’s composition, processes, environments and history, focusing on the solid Earth, and its interaction with air and water” (NAEP 2000).

Earth and Space Science provides the foundation for students to develop an understanding of the Earth, its history, composition, and formative processes, and an understanding of the solar system and the universe. Students study the regularities of the interrelated systems of the natural world. In doing so, they develop understandings of the basic laws, theories, and models that explain the world (NSES, 1995). By studying the Earth from both a historical and current time frame, students can make informed decisions about issues affecting the planet on which they live.

Concepts

Concept 1: Structure of the Earth.

Describe the composition and interactions between the structure of the Earth and its atmosphere.

Concept 2: Earth’s Processes and Systems

Understand the processes acting on the Earth and their interaction with the earth systems.

Concept 3: Earth in the Solar System. No performance objectives at this grade level.

Understand the relationships of the Earth and other objects in the solar system.

Students should know and be able to...

Concept Number	Concept	PO No.	Performance Objective	Vocabulary	Notes/Integration/Resources
S6C1	Structure of the Earth	1	<p>Classify rocks and minerals by the following observable properties:</p> <ul style="list-style-type: none"> • grain size • color • texture • hardness <ul style="list-style-type: none"> ▪ students will identify minerals by conducting a hardness and color test ▪ students will differentiate between rocks and a minerals ▪ define each properly listed as to whether they pertain to rocks or minerals 	e.g. rock, mineral, characteristics, fracture cleavage	

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Concept Number	Concept	PO No.	Performance Objective	Vocabulary	Notes/Integration/Resources
S6C1 (cont.)		2	<p>Describe the properties and the composition of the following major layers of the Earth:</p> <ul style="list-style-type: none"> • crust • mantle • core ▪ 3 layers (core = inner core, outer core) ▪ descriptions 	properties, composition, crust, mantle, core – (inner/outer)	
		3	<p>Explain the following processes involved in the formation of the Earth’s structure:</p> <ul style="list-style-type: none"> • erosion • deposition • plate tectonics • volcanism ▪ Differentiate between constructive and destructive forces 	e.g. constructive and destructive forces, erosion, deposition, plate tectonics, volcanism, continental drift	
		4	<p>Describe how the rock and fossil record show that environmental conditions have changed over geologic and recent time.</p> <ul style="list-style-type: none"> ▪ e.g. evidence of plate theories, carbon 14 dating, hot spots 	fossil, geologic time	

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Concept Number	Concept	PO No.	Performance Objective	Vocabulary	Notes/Integration/Resources
S6C2	Earth's Processes and Systems	1	Explain the rock cycle. <ul style="list-style-type: none"> ▪ e.g., draw, model, etc. 	rock cycle	
		2	Distinguish the components and characteristics of the rock cycle for the following types of rocks: <ul style="list-style-type: none"> • igneous • metamorphic • sedimentary ▪ e.g., dichotomous key or list how three types of rocks were formed 	igneous, metamorphic, sedimentary	
		3	Analyze the evidence that lithospheric plate movements occur. <ul style="list-style-type: none"> ▪ e.g. students will give evidence or arguments in support of plate movements: <ul style="list-style-type: none"> • plates look like puzzle pieces; Pangaea, satellite photos) • age of rocks (sea floor spreading) • magnetized stripe patterns (reversals) • fossils (dinosaurs, glossopteris fern) • glacier scarring • ring of fire • land forms/mountain ranges • coal deposits • climate (ferns in Antarctica) 	plates, lithosphere, asthenosphere	
		4	Explain lithospheric plate movement as a result of convection. <ul style="list-style-type: none"> ▪ e.g. define convection current 	convection, convection current	
		5	Relate plate boundary movements to their resulting landforms, including: <ul style="list-style-type: none"> • mountains • faults • rift valleys • trenches • volcanoes ▪ e.g. converging boundary, diverging boundary, transform fault, subduction zone 	define all terms, converge, diverge, transform, subduction	
		6	Describe how earthquakes are measured. <ul style="list-style-type: none"> ▪ e.g. Richter scale and seismograph 	e.g. Richter scale, seismograph (waves)	

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S6C3	Earth in the Solar System	1	<p>Explain the phases of the Moon in terms of the relative positions of the Earth, Sun, and Moon.</p> <ul style="list-style-type: none"> ▪ i.e. full, new, crescent, quarter, gibbous ▪ i.e. student will identify on a model or diagram the phases and terms waxing and waning 	e.g., full, new, gibbous, quarter, crescent, waxing, waning	
		2	<p>Construct a model for the relative positions of the Earth, Sun, and Moon as they relate to corresponding eclipses.</p> <ul style="list-style-type: none"> ▪ i.e. students will identify on a model or diagram solar and lunar eclipses 	eclipse (solar, lunar)	
		3	<p>Explain the interrelationship between the Earth's tides and the Moon.</p>	tides	
		4	<p>Explain the seasons in the Northern and Southern Hemispheres in terms of the tilt of the Earth's axis relative to the Earth's revolution around the Sun.</p> <ul style="list-style-type: none"> ▪ i.e. students will define: rotation, revolution, tilt, axis ▪ i.e. students will show, using a model or diagram the position of the Earth during each season 	i.e. tilt, season, revolution, rotation, hemisphere	
		5	<p>Identify the following major constellations visible (seasonally) from the Northern Hemisphere:</p> <ul style="list-style-type: none"> • Orion • Ursa Major (Great Bear) • Cygnus • Scorpius • Cassiopeia 	constellations	
		6	<p>Explain the relationship among common objects in the solar system, galaxy, and the universe.</p> <ul style="list-style-type: none"> ▪ e.g. define solar system, galaxy, universe, asteroids, meteors, meteorites, comets, nebulas, black holes 	e.g. solar system, galaxy, universe, meteor, comet, asteroid, nebula	

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