

**Geneva CUSD 304**  
**Content-Area Curriculum Frameworks**  
**Grades 6-12**  
**Science**

<p><b><i>Mission Statement</i></b></p>	<p><u>The Mission of Science Education Is:</u></p> <ol style="list-style-type: none"> <li>1) to nurture an active interest in science that continues throughout life.</li> <li>2) to teach the learning skills and concepts necessary for the scientific process.</li> <li>3) to develop student understanding of the interrelationships between science, society, and the environment</li> <li>4) to encourage students to discover and develop their talent in science.</li> </ol>
<p><b><i>Course Sequence</i></b>  <b>(Grades 6-12)</b></p>	<p><b>6<sup>th</sup> grade:</b>  Earth Science</p> <p><b>7<sup>th</sup> grade:</b>  Life Science</p> <p><b>8<sup>th</sup> grade:</b>  Physical Science</p> <p><b>9<sup>th</sup> grade:</b>  General Science  Earth Science  Biology  Biology Honors</p> <p><b>10<sup>th</sup> ,11<sup>th</sup> ,12 grade:</b>  Chemistry  Chemistry Honors  Physics  Astronomy  Natural Disasters  Anatomy and Physiology I and II  Horticulture I and II  AP Chemistry  AP Biology  AP Environmental Science</p>

## *Course Framework*

<b>Course Title</b> <b>Grade Level</b> <b>Semesters (1-2-3-4)</b> <b>Prerequisite</b>	General Science 9th 2 none
<b>Course Description</b>	General Science is an introduction to life science and physical science for the student who has difficulty with reading and science concepts. The course utilizes a multi-media approach with laboratories, group work, films, study sheets, and textbook readings. Areas of study include body systems; plant and animal systems; chemistry in the home; fundamentals of electricity; maps and models of the earth; ecology; chemical elements, molecules, and reactions; earth materials; and magnetism, light, and sound.
<b>District-approved Materials and/or Resources</b>	General Science Publisher: AGS ISBN: 0-7854-2192-0 Copy write: 2002

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	<b>The Metric System</b>	Resources that will support instruction Measurement Lab Movie: Measurement Lab Mass Lab; Volume Lab Density Lab Scientific Lab Microscope Labs #1; #2; #3
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<b>STATE GOAL 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.</b> <b>A. Know and apply the concepts, principles and processes of scientific inquiry.</b> <b>11.A.4a</b> Formulate hypotheses referencing prior research and knowledge. <b>11.A.4b</b> Conduct controlled experiments or simulations to test hypotheses. <b>11.A.4c</b> Collect, organize and analyze data accurately and precisely. <b>11.A.5c</b> Conduct systematic controlled experiments to test the selected hypotheses. <b>STATE GOAL 13: Understand the relationships among science, technology and society in historical and contemporary contexts.</b> <b>13.A.4b</b> Assess the validity of scientific data by analyzing the results, sample set, sample size, similar previous experimentation, possible misrepresentation of data presented and potential sources of error.	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<ul style="list-style-type: none"> <li>○ To explain why measurement is important</li> <li>○ To use the basic metric units of length, area, volume, and mass</li> <li>○ To explain the meaning of prefixes used with metric units of measurement</li> <li>○ To calculate area and volume, using metric units</li> <li>○ To convert metric units</li> </ul>	
<b>Assessments</b>	Homework completion Experiment Lab work and reports Quizzes Exams	Other Evidence

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	<b>Mapping-Describing Earth</b>	Resources that will support instruction Illinois Map Lab Constructing Topographic Map Lab
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<b>STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</b> <b>12.D.5a</b> Analyze factors that influence the relative motion of an object (e.g., friction, wind shear, cross currents, potential differences). <b>12.D.5b</b> Analyze the effects of gravitational, electromagnetic and nuclear forces on a physical system.	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<ul style="list-style-type: none"> <li>○ To describe Earth’s shape and features</li> <li>○ To explain what causes day and night</li> <li>○ To explain what causes seasons</li> <li>○ To use latitude and longitude to locate points on Earth’s surface</li> </ul>	
<b>Assessments</b>	Homework completion Experiment Lab work and reports Quizzes Exams	Other Evidence

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	<b>Living Things/Animals</b>	Resources that will support instruction Movie: Cells Comparing Cells Lab
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<p style="text-align: center;"><b>STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</b></p> <p><b>12.A.4b</b> Describe the structures and organization of cells and tissues that underlie basic life functions including nutrition, respiration, cellular transport, biosynthesis and reproduction.</p> <p><b>12.A.5a</b> Explain changes within cells and organisms in response to stimuli and changing environmental conditions (e.g., homeostasis, dormancy).</p>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<ul style="list-style-type: none"> <li>○ To explain what a cell is and describe the organization of cells in living things</li> <li>○ To identify chemicals that are important for life and explain how living things use these chemicals</li> <li>○ To describe some basic life activities</li> <li>○ To describe the similarities and differences between living things in the five kingdoms</li> </ul>	
<b>Assessments</b>	Homework completion Experiment Lab work and reports Quizzes Exams	Other Evidence

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	<b>Bunsen Burner</b>	Resources that will support instruction Bunsen Burner Lab #1; #2; #3
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	STATE GOAL 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems. 11.B.4a Identify a technological design problem inherent in a commonly used product. 11.B.4b Propose and compare different solution designs to the design problem based upon given constraints including available tools, materials and time. 11.B.4c Develop working visualizations of the proposed solution designs (e.g., blueprints, schematics, flowcharts, cad-cam, animations) 11.B.4e Develop and test a prototype or simulation of the solution design using available materials, instruments and technology. 11.B.4g Using available technology, report to an audience the relative success of the design based on the test results and criteria. 11.B.5c Build and test different models or simulations of the design solution using suitable materials, tools and technology 11.B.5d Choose a model and refine its design based on the test results.	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	To identify the parts of a Bunsen burner. To manipulate glass into specific shapes and forms	
<b>Assessments</b>	Homework completion Experiment Lab work and reports Quizzes Exams	Other Evidence

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	<b>Human Body</b>	Resources that will support instruction Heart Rate Lab; Pulse Lab Digestion Movie; Circulation Movie Counting Calories Lab; Lung Lab Food Starch/Fat Lab
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	STATE GOAL 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems. A. Know and apply the concepts, principles and processes of scientific inquiry. 11.A.4b Conduct controlled experiments or simulations to test hypotheses. 11.A.4c Collect, organize and analyze data accurately and precisely.  STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences. A. Know and apply concepts that explain how living things function, adapt and change. 12.A.4b Describe the structures and organization of cells and tissues that underlie basic life functions including nutrition, respiration, cellular transport, biosynthesis and reproduction.	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<ul style="list-style-type: none"> <li>○ To identify the seven body systems that carry out basic life activities</li> <li>○ To describe the structure and function of each body system</li> <li>○ To recognize that body systems work together to carry out basic life activities</li> </ul>	
<b>Assessments</b>	Performance Tasks	Other Evidence

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	<b>Ecology</b>	Resources that will support instruction Movie: Ecology; Swift Fox Predator/Prey Lab
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences. B. Know and apply concepts that describe how living things interact with each other and with their environment. 12.B.4a Compare physical, ecological and behavioral factors that influence interactions and interdependence of organisms. 12.B.4b Simulate and analyze factors that influence the size and stability of populations within ecosystems (e.g., birth rate, death rate, predation, migration patterns).	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<ul style="list-style-type: none"> <li>-To identify ways in which living things interact with one another and with nonliving things.</li> <li>-To describe feeding relationships among the organisms in the community</li> <li>-To explain how energy flows through ecosystems</li> <li>-To identify materials that cycle through ecosystems</li> </ul>	
<b>Assessments</b>	Performance Tasks	Other Evidence

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	<b>Minerals And Rocks</b>	Resources that will support instruction Mineral Lab; Flame Test Lab Movie: Minerals in Our Earth Movie: Rock Cycle; Rocks that Originate Underground; Rocks on the Earth's Surface Rock Lab
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<p style="text-align: center;"><b>STATE GOAL 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.</b></p> <p><b>A. Know and apply the concepts, principles and processes of scientific inquiry.</b></p> <p><b>11.A.4a</b> Formulate hypotheses referencing prior research and knowledge.  <b>11.A.4b</b> Conduct controlled experiments or simulations to test hypotheses.  <b>11.A.4c</b> Collect, organize and analyze data accurately and precisely.  <b>11.A.4e</b> Formulate alternative hypotheses to explain unexpected results.</p> <p style="text-align: center;"><b>STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</b></p> <p><b>C. Know and apply concepts that describe properties of matter and energy and the interactions between them.</b></p> <p><b>12.C.4b</b> Analyze and explain the atomic and nuclear structure of matter.</p>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<ul style="list-style-type: none"> <li>-To explain what a mineral is</li> <li>-To identify basic properties of all minerals</li> <li>-To compare minerals by their properties</li> <li>-To explain what a rock is</li> <li>-To describe how igneous, sedimentary, and metamorphic rocks are formed</li> <li>-To describe the rock cycle</li> </ul>	
<b>Assessments</b>	Performance Tasks	Other Evidence

## Unit Frameworks

<b>Unit of Study: major topics</b>	Weathering and Erosion	Resources that will support instruction Movie: Weathering and Erosion; Water Cycle; Mass Wasting; Amazing Earth Rock Shake Lab; Freezing Lab; Soils Weather Lab; Soils Lab
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<p style="text-align: center;"><b>STATE GOAL 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.</b></p> <p><b>A. Know and apply the concepts, principles and processes of scientific inquiry.</b>  <b>11.A.4a</b> Formulate hypotheses referencing prior research and knowledge.  <b>11.A.4b</b> Conduct controlled experiments or simulations to test hypotheses.  <b>11.A.4c</b> Collect, organize and analyze data accurately and precisely.  <b>11.A.4d</b> Apply statistical methods to the data to reach and support conclusions.  <b>STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</b>  <b>E. Know and apply concepts that describe the features and processes of the Earth and its resources.</b>  <b>12.E.4a</b> Explain how external and internal energy sources drive Earth processes (e.g., solar energy drives weather patterns; internal heat drives plate tectonics).</p>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<ul style="list-style-type: none"> <li>-To define <i>weathering</i></li> <li>-To identify different kinds of weathering</li> <li>-To describe how water, wind, ice, and gravity cause erosion</li> <li>-To describe how deposition creates landforms</li> </ul>	
<b>Assessments</b>	Performance Tasks	Other Evidence

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	<b>Forces Inside Earth</b>	Resources that will support instruction Pangaea Lab; Convection Current Lab; Earth Quake Waves Lab; Triangulation Lab Movie: Ring of Fire; Plate Tectonics; Earthquakes; Island of Fire; Nature’s Fury
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<p style="text-align: center;"><b>STATE GOAL 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.</b></p> <p><b>A. Know and apply the concepts, principles and processes of scientific inquiry.</b>  <b>11.A.4a</b> Formulate hypotheses referencing prior research and knowledge.  <b>11.A.4b</b> Conduct controlled experiments or simulations to test hypotheses.  <b>11.A.4c</b> Collect, organize and analyze data accurately and precisely.  <b>STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</b></p> <p><b>E. Know and apply concepts that describe the features and processes of the Earth and its resources.</b>  <b>12.E.4a</b> Explain how external and internal energy sources drive Earth processes (e.g., solar energy drives weather patterns; internal heat drives plate tectonics).</p>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<ul style="list-style-type: none"> <li>-To describe the structure of Earth</li> <li>-To explain the theory of plate tectonics</li> <li>-To relate volcanoes to plate tectonics</li> <li>-To explain how mountains form</li> <li>-To relate earthquakes to plate tectonics</li> </ul>	
<b>Assessments</b>	Performance Tasks	Other Evidence

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	<b>Solar System</b>	Resources that will support instruction Computers Lab on Planets; Orbits Lab; Solar System Lab; Brochure Project; Sunspot Lab; Crater Lab Movie: Top 13 most Important Astronomy Events; Moon And Beyond; Meteor Impact; Apollo 13
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<p style="text-align: center;"><b>STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</b></p> <p><b>F. Know and apply concepts that explain the composition and structure of the universe and Earth’s place in it.</b></p> <p><b>12.F.4a</b> Explain theories, past and present, for changes observed in the universe.</p> <p><b>12.F.4b</b> Describe and compare the chemical and physical characteristics of galaxies and objects within galaxies (e.g., pulsars, nebulae, black holes, dark matter, stars).</p> <p><b>12.F.5a</b> Compare the processes involved in the life cycle of stars (e.g., gravitational collapse, thermonuclear fusion, nova) and evaluate the supporting evidence.</p> <p><b>12.F.5b</b> Describe the size and age of the universe and evaluate the supporting evidence (e.g., red-shift, Hubble’s constant).</p>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<ul style="list-style-type: none"> <li>-To explain what the solar system is</li> <li>-To identify the four inner planets</li> <li>-To identify the five outer planets</li> <li>-To tell something about each planet</li> <li>-To describe the motions and positions of the planets</li> <li>-To compare comets and asteroids</li> </ul>	
<b>Assessments</b>	Performance Tasks	Other Evidence

## Unit Frameworks

<b>Unit of Study: major topics</b>	<b>Atmosphere/Weather and Climate</b>	Resources that will support instruction Atmosphere Lab; Absorption/Radiation Lab; Weather Data Lab; Conduction Lab; Humidity Lab Movie: Skilling Series(4) on Weather; Unchanged Goddess;
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<p style="text-align: center;"><b>STATE GOAL 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.</b></p> <p><b>A. Know and apply the concepts, principles and processes of scientific inquiry.</b>  <b>11.A.4a</b> Formulate hypotheses referencing prior research and knowledge.  <b>11.A.4b</b> Conduct controlled experiments or simulations to test hypotheses.  <b>11.A.4c</b> Collect, organize and analyze data accurately and precisely.  <b>11.A.4d</b> Apply statistical methods to the data to reach and support conclusions.  <b>11.A.4e</b> Formulate alternative hypotheses to explain unexpected results.  <b>STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</b>  <b>E. Know and apply concepts that describe the features and processes of the Earth and its resources.</b>  <b>12.E.4a</b> Explain how external and internal energy sources drive Earth processes (e.g., solar energy drives weather patterns; internal heat drives plate tectonics).</p>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<ul style="list-style-type: none"> <li>-To explain what weather is</li> <li>-To identify instruments that measure weather conditions</li> <li>-To explain how air masses and fronts affect weather</li> <li>-To read a weather map</li> <li>-To describe various kinds of storms</li> <li>-To describe Earth's major climates</li> </ul>	
<b>Assessments</b>	Performance Tasks	Other Evidence

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	<b>Water/Oceans</b>	Resources that will support instruction Oceans Lab Movie: Water Cycle
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<p style="text-align: center;"><b>STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</b></p> <p><b>E. Know and apply concepts that describe the features and processes of the Earth and its resources.</b></p> <p><b>12.E.4a</b> Explain how external and internal energy sources drive Earth processes (e.g., solar energy drives weather patterns; internal heat drives plate tectonics).</p>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<ul style="list-style-type: none"> <li>-To describe the water cycle</li> <li>-To explain how rivers and lakes form</li> <li>-To describe the ocean floor and other ocean features</li> </ul>	
<b>Assessments</b>	Performance Tasks	Other Evidence

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	<b>Electricity/Magnetism</b>	Resources that will support instruction - Stripe Lab; Microcurrent Lab; Circuit Boards Labs; Mini Circuit Lab; Magnetic Lab; Wafer Lab
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<p style="text-align: center;"><b>STATE GOAL 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.</b></p> <p><b>A. Know and apply the concepts, principles and processes of scientific inquiry.</b>  <b>11.A.4a</b> Formulate hypotheses referencing prior research and knowledge.  <b>11.A.4b</b> Conduct controlled experiments or simulations to test hypotheses.  <b>11.A.4c</b> Collect, organize and analyze data accurately and precisely.  <b>11.A.4e</b> Formulate alternative hypotheses to explain unexpected results.  <b>B. Know and apply the concepts, principles and processes of technological design.</b>  <b>11.B.4b</b> Propose and compare different solution designs to the design problem based upon given constraints including available tools, materials and time.  <b>11.B.4c</b> Develop working visualizations of the proposed solution designs (e.g., blueprints, schematics, flowcharts, cad-cam, animations)  <b>11.B.4e</b> Develop and test a prototype or simulation of the solution design using available materials, instruments and technology.</p>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<ul style="list-style-type: none"> <li>-To explain how electric current flows through a circuit</li> <li>-To compare series and parallel circuit</li> <li>-To describe various kinds of magnets</li> <li>-To explain what a magnetic field is</li> </ul>	
<b>Assessments</b>	Performance Tasks	Other Evidence

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	<b>Sound And Light</b>	Resources that will support instruction Mirrors Lab; Lens Labs
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<p style="text-align: center;"><b>STATE GOAL 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.</b></p> <p><b>A. Know and apply the concepts, principles and processes of scientific inquiry.</b>  <b>11.A.4a</b> Formulate hypotheses referencing prior research and knowledge.  <b>11.A.4b</b> Conduct controlled experiments or simulations to test hypotheses.  <b>11.A.4c</b> Collect, organize and analyze data accurately and precisely.</p>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<ul style="list-style-type: none"> <li>-To explain how sounds are produced</li> <li>-To explain how sound travels</li> <li>-To describe the nature of light</li> <li>-To describe the visible spectrum</li> <li>-To explain reflection and refraction of light</li> <li>-To explain how mirrors and lenses affect light rays</li> </ul>	
<b>Assessments</b>	Performance Tasks	Other Evidence

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	<b>Resources In Our Earth</b>	Resources that will support instruction Movie: Exxon Valdez; Exxon's Story; Outrage at Valdez; 20/20 Exxon; Alaskan Pipeline Resource Lab Oil Spill Lab
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<p style="text-align: center;"><b>STATE GOAL 13: Understand the relationships among science, technology and society in historical and contemporary contexts.</b></p> <p><b>A. Know and apply the accepted practices of science.</b></p> <p><b>13.A.4a</b> Estimate and suggest ways to reduce the degree of risk involved in science activities.</p> <p><b>13.A.4b</b> Assess the validity of scientific data by analyzing the results, sample set, sample size, similar previous experimentation, possible misrepresentation of data presented and potential sources of error.</p>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<ul style="list-style-type: none"> <li>- To be able to appreciate our limited resources</li> <li>- Explain the Exxon Valdez accident and repercussions</li> <li>- To recognize alternate sources of energy</li> <li>- To recognize the role man plays with the balance of the Earth's health</li> </ul>	
<b>Assessments</b>	Performance Tasks	Other Evidence