

Extended Grade Level and High School Expectations Participation, Supported and Functional Independence Science

Participation

- **EGLAHSCE.SCI.3-5.C** - Constructing New Scientific Knowledge
 - **EGLAHSCE.SCI.3-5.C.ASW** - All students will ask questions that help them learn about the world.
 - **EGLAHSCE.SCI.3-5.C.CN.P.EB.I.1.e.1a** - Respond to questions about the world based on observation or experience.
 - **EGLAHSCE.SCI.3-5.C.CN.P.EB.I.1.e.1a.1** - Yes, no, choices.
 - **EGLAHSCE.SCI.3-5.C.CN.P.EB.I.1.e.1a.A** - Communication, interactions/social skills, personal needs, augmentative communication device.
 - **EGLAHSCE.SCI.3-5.C.ASW_1** - All students will design and conduct investigations using appropriate methodology and technology.
 - **EGLAHSCE.SCI.3-5.C.CN.P.EB.I.1.e.2a** - Explore observation activities.
 - **EGLAHSCE.SCI.3-5.C.CN.P.EB.I.1.e.2a.1** - Observe, cause, effect.
 - **EGLAHSCE.SCI.3-5.C.CN.P.EB.I.1.e.2a.A** - Personal care, health, safety, communication, group interaction.
 - **EGLAHSCE.SCI.3-5.C.CN.P.EB.I.1.e.3a** - Identify simple devices.
 - **EGLAHSCE.SCI.3-5.C.CN.P.EB.I.1.e.3a.1** - Assistive technology.
 - **EGLAHSCE.SCI.3-5.C.CN.P.EB.I.1.e.3a.A** - Daily living and leisure activities, safety.
 - **EGLAHSCE.SCI.3-5.C.ASW_2** - All students will learn from books and other sources of information.
 - **EGLAHSCE.SCI.3-5.C.CN.P.EB.I.1.e.5a** - Identify books and/or other sources of information.
 - **EGLAHSCE.SCI.3-5.C.CN.P.EB.I.1.e.5a.1** - Books, computers, people.
 - **EGLAHSCE.SCI.3-5.C.CN.P.EB.I.1.e.5a.A** - Students will respond to a question related to a science question by reaching, touching, vocalizing, eye movement, etc.
 - **EGLAHSCE.SCI.3-5.C.ASW_3** - All students will communicate findings of investigations, using appropriate technology.
 - **EGLAHSCE.SCI.3-5..N/_3** - N/A
 - **EGLAHSCE.SCI.3-5.R** - Reflecting On Scientific Knowledge
 - **EGLAHSCE.SCI.3-5.R.ASW** - All students will analyze claims for their scientific merit and explain how scientists decide what constitutes scientific knowledge.
 - **EGLAHSCE.SCI.3-5..N/_4** - N/A
 - **EGLAHSCE.SCI.3-5.R.ASW_1** - All students will show how science is related to other ways of knowing.
 - **EGLAHSCE.SCI.3-5.R.RO.P.EB.II.1.e.2a** - Identify and/or explore science activities that relate to the world around them through creative expression.
 - **EGLAHSCE.SCI.3-5.R.RO.P.EB.II.1.e.2a.1** - Senses (five traditional senses sight, hearing, smell, taste, touch plus vestibular sense and proprioceptive sense); seasons.
 - **EGLAHSCE.SCI.3-5.R.RO.P.EB.II.1.e.2a.A** - Cooking, eating, sensory exploration, weather.
 - **EGLAHSCE.SCI.3-5.R.ASW_2** - All students will show how science and technology affect our society.
 - **EGLAHSCE.SCI.3-5.R.RO.P.EB.II.1.e.3a** - Identify and/or explore activities in which technology is used in everyday life.
 - **EGLAHSCE.SCI.3-5.R.RO.P.EB.II.1.e.3a.1** - Computer, television, appliances, assistive technology devices, toys.
 - **EGLAHSCE.SCI.3-5.R.RO.P.EB.II.1.e.3a.A** - Technology can enhance daily living.

- **EGLAHSCE.SCI.3-5.R.RO.P.EB.II.1.e.4a** - Develop an awareness of the natural world.
- **EGLAHSCE.SCI.3-5.R.RO.P.EB.II.1.e.4a.1** - Indoors/outdoors, cold/hot, wet/dry.
- **EGLAHSCE.SCI.3-5.R.RO.P.EB.II.1.e.4a.A** - Outdoor/pedestrian safety, outdoor games, water safety.
- **EGLAHSCE.SCI.3-5.R.ASW_3** - All students will show how people of diverse cultures have contributed to and influenced developments in science.
- **EGLAHSCE.SCI.3-5.N/_5** - N/A
- **EGLAHSCE.SCI.3-5.L** - Using Life Science Knowledge
- **EGLAHSCE.SCI.3-5.L.ASW** - All students will apply an understanding of cells to the functioning of multi-cellular organisms, including how cells grow, develop and reproduce.
- **EGLAHSCE.SCI.3-5.L.CE.P.EB.III.1.m.1ADDe** - Discriminate between living and non-living things.
- **EGLAHSCE.SCI.3-5.L.CE.P.EB.III.1.m.1ADDe.1** - Living drinking and eating.
- **EGLAHSCE.SCI.3-5.L.CE.P.EB.III.1.m.1ADDe.A** - Familiar objects, such as toys vs. people, toys vs. animals.
- **EGLAHSCE.SCI.3-5.L.ASW_1** - All students will use classification systems to describe groups of living things.
- **EGLAHSCE.SCI.3-5.L.OR.P.EB.III.2.e.1a** - Identify observable characteristics and/or body parts of a variety of animals.
- **EGLAHSCE.SCI.3-5.L.OR.P.EB.III.2.e.1a.1** - Observable characteristics mouth, tail.
- **EGLAHSCE.SCI.3-5.L.OR.P.EB.III.2.e.1a.A** - Bringing in pets; visiting a pet store, working farm, or zoo.
- **EGLAHSCE.SCI.3-5.L.OR.P.EB.III.2.e.2a** - Identify plants and animals.
- **EGLAHSCE.SCI.3-5.L.OR.P.EB.III.2.e.2a.1** - Flowers, trees, grass, pets.
- **EGLAHSCE.SCI.3-5.L.OR.P.EB.III.2.e.2a.A** - Nature walk, playing in the yard, going to the park, visiting a pet store, family or classroom pets.
- **EGLAHSCE.SCI.3-5.L.OR.P.EB.III.2.e.3a** - Identify parts of life cycles of familiar organisms.
- **EGLAHSCE.SCI.3-5.L.OR.P.EB.III.2.e.3a.1** - Baby, mom, dad, adult, young/old.
- **EGLAHSCE.SCI.3-5.L.OR.P.EB.III.2.e.3a.A** - Family.
- **EGLAHSCE.SCI.3-5.L.ASW_2** - All students will investigate and explain how living things obtain and use energy.
- **EGLAHSCE.SCI.3-5.L.OR.P.EB.III.2.e.4a** - Identify some common healthy foods.
- **EGLAHSCE.SCI.3-5.L.OR.P.EB.III.2.e.4a.1** - Vegetables, fruits, dairy, meat, grains.
- **EGLAHSCE.SCI.3-5.L.OR.P.EB.III.2.e.4a.A** - Eating, shopping, making healthy food choices.
- **EGLAHSCE.SCI.3-5.L.ASW_3** - All students will analyze how parts of living things are adapted to carry out specific functions.
- **EGLAHSCE.SCI.3-5.L.OR.P.EB.III.2.e.5a** - Identify edible plants.
- **EGLAHSCE.SCI.3-5.L.OR.P.EB.III.2.e.5a.1** - Fruits and vegetables.
- **EGLAHSCE.SCI.3-5.L.OR.P.EB.III.2.e.5a.A** - Shopping, gardening.
- **EGLAHSCE.SCI.3-5.L.ASW_4** - All students will investigate and explain how characteristics of living things are passed on through generations.
- **EGLAHSCE.SCI.3-5.L.HE.P.EB.III.3.e.1a** - Match parent to offspring.
- **EGLAHSCE.SCI.3-5.L.HE.P.EB.III.3.e.1a.1** - Match immature offspring to mature adult (humans, dogs, cats).
- **EGLAHSCE.SCI.3-5.L.HE.P.EB.III.3.e.1a.A** - Family, pets.

- **EGLAHSCE.SCI.3-5.L.ASW_5** - All students will explain why organisms within a species are different from one another.
- **EGLAHSCE.SCI.3-5..N/_6** - N/A
- **EGLAHSCE.SCI.3-5.L.ASW_6** - All students will explain how new traits can be established by changing or manipulating genes.
- **EGLAHSCE.SCI.3-5..N/_7** - N/A
- **EGLAHSCE.SCI.3-5.L.ASW_7** - All students will explain how scientists construct and scientifically test theories concerning the origin of life and evolution of species.
- **EGLAHSCE.SCI.3-5..N/_8** - N/A
- **EGLAHSCE.SCI.3-5.L.ASW_8** - All students will compare ways that living organisms are adapted (suited) to survive and reproduce in their environments and explain how species change through time.
- **EGLAHSCE.SCI.3-5..N/_9** - N/A
- **EGLAHSCE.SCI.3-5.L.ASW_9** - All students will explain how parts of an ecosystem are related and how they interact.
- **EGLAHSCE.SCI.3-5..N/_10** - N/A
- **EGLAHSCE.SCI.3-5.L.ASW_10** - All students will explain how energy is distributed to living things in an ecosystem.
- **EGLAHSCE.SCI.3-5..N/_11** - N/A
- **EGLAHSCE.SCI.3-5.L.ASW_11** - All students will investigate and explain how communities of living things change over a period of time.
- **EGLAHSCE.SCI.3-5..N/_12** - N/A
- **EGLAHSCE.SCI.3-5.L.ASW_12** - All students will describe how materials cycle through an ecosystem and get reused in the environment.
- **EGLAHSCE.SCI.3-5..N/_13** - N/A
- **EGLAHSCE.SCI.3-5.P** - Using Physical Science Knowledge
- **EGLAHSCE.SCI.3-5.P.ASW** - All students will measure and describe the things around us.
- **EGLAHSCE.SCI.3-5.P.ME.P.EB.IV.1.e.1a** - Identify attributes/properties of common objects.
- **EGLAHSCE.SCI.3-5.P.ME.P.EB.IV.1.e.1a.1** - Texture rough, smooth. Smell pleasant, unpleasant. Size larger, smaller. Color common color words. Shape circle, square, triangle. Weight heavy, light.
- **EGLAHSCE.SCI.3-5.P.ME.P.EB.IV.1.e.1a.A** - Leisure activities, clothing choice, personal hygiene, carrying objects, environmental signs, animals.
- **EGLAHSCE.SCI.3-5.P.ME.P.EB.IV.1.e.2a** - Identify how materials are useful.
- **EGLAHSCE.SCI.3-5.P.ME.P.EB.IV.1.e.2a.1** - Useful properties waterproof, lightweight.
- **EGLAHSCE.SCI.3-5.P.ME.P.EB.IV.1.e.2a.A** - Raincoat, rubber boots, flotation device.
- **EGLAHSCE.SCI.3-5.P.ASW_1** - All students will explain what the world around us is made of.
- **EGLAHSCE.SCI.3-5..N/_18** - N/A
- **EGLAHSCE.SCI.3-5.P.ASW_2** - All students will identify and describe forms of energy.
- **EGLAHSCE.SCI.3-5..N/_19** - N/A
- **EGLAHSCE.SCI.3-5.P.ASW_3** - All students will explain how electricity and magnetism (see Motion of Objects) interact with matter.

- **EGLAHSCE.SCI.3-5.P.ME.P.EB.IV.1.e.4a** - Identify and/or use parts of electrical circuits in common activities.
- **EGLAHSCE.SCI.3-5.P.ME.P.EB.IV.1.e.4a.1** - Switches.
- **EGLAHSCE.SCI.3-5.P.ME.P.EB.IV.1.e.4a.A** - Operating switch, tape recorder, battery-powered toys and gadgets, recordable switches, lights on/off, wheelchairs, communication.
- **EGLAHSCE.SCI.3-5.P.ASW_4** - All students will investigate, describe and analyze ways in which matter changes.
- **EGLAHSCE.SCI.3-5.P.CM.P.EB.IV.2.e.1a** - Identify common changes in matter.
- **EGLAHSCE.SCI.3-5.P.CM.P.EB.IV.2.e.1a.1** - Melting, frozen, cold, hot, warm.
- **EGLAHSCE.SCI.3-5.P.CM.P.EB.IV.2.e.1a.A** - Holding ice cube in hand (melting), ice cream, popsicle.
- **EGLAHSCE.SCI.3-5.P.ASW_5** - All students will explain how visible changes in matter are related to atoms and molecules.
- **EGLAHSCE.SCI.3-5..N/_20** - N/A
- **EGLAHSCE.SCI.3-5.P.ASW_6** - All students will explain how changes in matter are related to changes in energy and how living things and human technology change matter and transform energy.
- **EGLAHSCE.SCI.3-5..N/_21** - N/A
- **EGLAHSCE.SCI.3-5.P.ASW_7** - All students will describe how things around us move, explain why things move as they do, and demonstrate and explain how we control the motions of objects.
- **EGLAHSCE.SCI.3-5.P.MO.P.EB.IV.3.e.1a** - Recognize movement of objects, including the body.
- **EGLAHSCE.SCI.3-5.P.MO.P.EB.IV.3.e.1a.1** - Up and down, slide, fast/slow, push/pull; how items move; navigation.
- **EGLAHSCE.SCI.3-5.P.MO.P.EB.IV.3.e.1a.A** - Daily living activities (scooter board, wheelchair); leisure activities (rolling ball); mobility; physical therapy.
- **EGLAHSCE.SCI.3-5.P.MO.P.EB.IV.3.e.3a** - Explore activities using magnetic and non-magnetic materials.
- **EGLAHSCE.SCI.3-5.P.MO.P.EB.IV.3.e.3a.1** - Magnetic push/pull.
- **EGLAHSCE.SCI.3-5.P.MO.P.EB.IV.3.e.3a.A** - Exploring during play; refrigerator, letter board, games.
- **EGLAHSCE.SCI.3-5.P.MO.P.EB.IV.3.e.4a** - Identify simple machines in activities that change effort.
- **EGLAHSCE.SCI.3-5.P.MO.P.EB.IV.3.e.4a.1** - Lifts, ramps, wheels, wedges (for position).
- **EGLAHSCE.SCI.3-5.P.MO.P.EB.IV.3.e.4a.A** - Faucets, paper towel machine.
- **EGLAHSCE.SCI.3-5.P.ASW_8** - All students will relate motion to energy and energy conversions.
- **EGLAHSCE.SCI.3-5..N/_22** - N/A
- **EGLAHSCE.SCI.3-5.P.ASW_9** - All students will describe sounds and sound waves.
- **EGLAHSCE.SCI.3-5.P.WV.P.EB.IV.4.e.1a** - Identify different characteristics of sound.
- **EGLAHSCE.SCI.3-5.P.WV.P.EB.IV.4.e.1a.1** - Vibration, loud/soft, high/low.
- **EGLAHSCE.SCI.3-5.P.WV.P.EB.IV.4.e.1a.A** - Leisure activities (music playing instrument, clapping, snapping); objects in environment safety alarms, telephone.
- **EGLAHSCE.SCI.3-5.P.ASW_10** - All students will explain shadows, color, and other light phenomena.
- **EGLAHSCE.SCI.3-5.P.WV.P.EB.IV.4.e.3a** - Identify light sources in common activities.
- **EGLAHSCE.SCI.3-5.P.WV.P.EB.IV.4.e.3a.1** - Light sources.
- **EGLAHSCE.SCI.3-5.P.WV.P.EB.IV.4.e.3a.A** - Shade, sunglasses, hat, colored paper, mirror, prism.

- **EGLAHSCE.SCI.3-5.P.WV.P.EB.IV.4.m.4ADDe** - Demonstrate an awareness of reflections.
- **EGLAHSCE.SCI.3-5.P.WV.P.EB.IV.4.m.4ADDe.1** - Mirrors.
- **EGLAHSCE.SCI.3-5.P.WV.P.EB.IV.4.m.4ADDe.A** - Exploring with mirrors; hygiene (self care, dressing, checking appearance).
- **EGLAHSCE.SCI.3-5.P.ASW_11** - All students will measure and describe vibrations and waves.
- **EGLAHSCE.SCI.3-5..N/_23** - N/A
- **EGLAHSCE.SCI.3-5.P.ASW_12** - All students will explain how waves and vibrations transfer energy.
- **EGLAHSCE.SCI.3-5..N/_24** - N/A
- **EGLAHSCE.SCI.3-5.E** - Using Earth Science Knowledge
- **EGLAHSCE.SCI.3-5.E.ASW_1** - All students will describe the earth's surface.
- **EGLAHSCE.SCI.3-5.E.GE.P.EB.V.1.e.1a** - Identify major features of the earth's surface.
- **EGLAHSCE.SCI.3-5.E.GE.P.EB.V.1.e.1a.1** - Land, water.
- **EGLAHSCE.SCI.3-5.E.GE.P.EB.V.1.e.1a.A** - Relating experiences or requesting personal preferences regarding leisure activities.
- **EGLAHSCE.SCI.3-5.E.GE.P.EB.V.1.e.2a** - Identify earth materials.
- **EGLAHSCE.SCI.3-5.E.GE.P.EB.V.1.e.2a.1** - Rocks, soil, sand, vs. plastic, car, paper.
- **EGLAHSCE.SCI.3-5.E.GE.P.EB.V.1.e.2a.A** - Awareness of environment; caring for house plants.
- **EGLAHSCE.SCI.3-5.E.ASW_2** - All students will describe and explain how the earth's features change over time.
- **EGLAHSCE.SCI.3-5..N/_30** - N/A
- **EGLAHSCE.SCI.3-5.E.ASW_3** - All students will analyze effects of technology on the earth's surface and resources.
- **EGLAHSCE.SCI.3-5.E.GE.P.EB.V.1.e.6a** - Identify and/or demonstrate everyday routines related to the conservation of natural resources.
- **EGLAHSCE.SCI.3-5.E.GE.P.EB.V.1.e.6a.1** - Materials that can be conserved (power, water) or recycled (paper, plastic).
- **EGLAHSCE.SCI.3-5.E.GE.P.EB.V.1.e.6a.A** - Being involved in conservation and recycling activities at home, in school, and in the community.
- **EGLAHSCE.SCI.3-5.E.ASW_4** - All students will describe the characteristics of water and demonstrate where water is found on earth.
- **EGLAHSCE.SCI.3-5.E.HY.P.EB.V.2.e.1a** - Identify where water is found in the home and school.
- **EGLAHSCE.SCI.3-5.E.HY.P.EB.V.2.e.1a.1** - Water, sink, drinking fountain.
- **EGLAHSCE.SCI.3-5.E.HY.P.EB.V.2.e.1a.A** - Daily living and functional activities.
- **EGLAHSCE.SCI.3-5.E.ASW** - All students will describe how water moves.
- **EGLAHSCE.SCI.3-5..N/_2** - N/A
- **EGLAHSCE.SCI.3-5.E.ASW_5** - All students will analyze the interaction of human activities with the hydrosphere.
- **EGLAHSCE.SCI.3-5.E.HY.P.EB.V.2.e.3a** - Identify routines involving the use of water in various personal and household situations.
- **EGLAHSCE.SCI.3-5.E.HY.P.EB.V.2.e.3a.1** - Household/personal uses drinking, cleaning, food preparation, personal hygiene (bathing, hand washing); hot vs. cold water.
- **EGLAHSCE.SCI.3-5.E.HY.P.EB.V.2.e.3a.A** - Daily living activities.

- **EGLAHSCE.SCI.3-5.E.ASW_6** - All students will investigate and describe what makes up weather and how it changes from day to day, from season to season and over long periods of time.
 - **EGLAHSCE.SCI.3-5.E.AW.P.EB.V.3.e.1a** - Identify appropriate activities related to weather conditions.
 - **EGLAHSCE.SCI.3-5.E.AW.P.EB.V.3.e.1a.1** - Cold, hot, warm, sunny, cloudy, rain, snow.
 - **EGLAHSCE.SCI.3-5.E.AW.P.EB.V.3.e.1a.A** - Awareness of world around them; appropriate clothing for daily activities.
- **EGLAHSCE.SCI.3-5.E.ASW_7** - All students will explain what causes different kinds of weather.
 - **EGLAHSCE.SCI.3-5..N/_31** - N/A
- **EGLAHSCE.SCI.3-5.E.ASW_8** - All students will analyze the relationships between human activities and the atmosphere.
 - **EGLAHSCE.SCI.3-5.E.AW.P.EB.V.3.e.3a** - Identify and/or engage appropriately in safety procedures related to weather conditions.
 - **EGLAHSCE.SCI.3-5.E.AW.P.EB.V.3.e.3a.1** - Severe weather conditions (thunderstorm, cold, ice, blizzard), slippery sidewalks, safe locations, severe weather drills.
 - **EGLAHSCE.SCI.3-5.E.AW.P.EB.V.3.e.3a.A** - Daily living activities; reacting to changing routines due to severe weather.
- **EGLAHSCE.SCI.3-5.E.ASW_9** - All students will compare and contrast our planet and sun to other planets and star systems.
 - **EGLAHSCE.SCI.3-5.E.SS.P.EB.V.4.e.1a** - Identify activities involving the sun and moon.
 - **EGLAHSCE.SCI.3-5.E.SS.P.EB.V.4.e.1a.1** - Sun, moon, day/night, sunrise, sunsets.
 - **EGLAHSCE.SCI.3-5.E.SS.P.EB.V.4.e.1a.A** - Awareness of daily routines.
- **EGLAHSCE.SCI.3-5.E.ASW_10** - All students will describe and explain how objects in the solar system move.
 - **EGLAHSCE.SCI.3-5..N/_32** - N/A
- **EGLAHSCE.SCI.3-5.E.ASW_11** - All students will explain scientific theories as to the origin of the solar system.
 - **EGLAHSCE.SCI.3-5..N/_33** - N/A
- **EGLAHSCE.SCI.3-5.E.ASW_12** - All students will explain how we learn about the universe.
 - **EGLAHSCE.SCI.3-5..N/_34** - N/A
- **EGLAHSCE.SCI.6-8.C** - Constructing New Scientific Knowledge
 - **EGLAHSCE.SCI.6-8.C.ASW** - All students will ask questions that help them learn about the world.
 - **EGLAHSCE.SCI.6-8.C.CN.P.EB.I.1.m.1a** - Respond to and/or ask questions about the world based on observation or experience.
 - **EGLAHSCE.SCI.6-8.C.CN.P.EB.I.1.m.1a.1** - Yes, no, choices.
 - **EGLAHSCE.SCI.6-8.C.CN.P.EB.I.1.m.1a.A** - Communication, interactions/social skills, personal needs, augmentative communication device.
 - **EGLAHSCE.SCI.6-8.C.ASW_1** - All students will design and conduct investigations using appropriate methodology and technology.
 - **EGLAHSCE.SCI.6-8.C.CN.P.EB.I.1.m.2a** - Explore problems through observation.
 - **EGLAHSCE.SCI.6-8.C.CN.P.EB.I.1.m.2a.1** - Observe, cause, effect.
 - **EGLAHSCE.SCI.6-8.C.CN.P.EB.I.1.m.2a.A** - Personal care, health, safety, communication, group interaction.

- **EGLAHSCE.SCI.6-8.C.CN.P.EB.I.1.m.3a** - Identify and/or use simple devices.
- **EGLAHSCE.SCI.6-8.C.CN.P.EB.I.1.m.3a.1** - Assistive technology.
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- **EGLAHSCE.SCI.6-8.C.ASW_2** - All students will learn from books and other sources of information.
- **EGLAHSCE.SCI.6-8.C.CN.P.EB.I.1.m.5a** - Identify books and/or other sources of information related to science.
- **EGLAHSCE.SCI.6-8.C.CN.P.EB.I.1.m.5a.1** - Books, computers, people.
- **EGLAHSCE.SCI.6-8.C.CN.P.EB.I.1.m.5a.A** - Students will respond to a question related to a science question by reaching, touching, vocalizing, eye movement, etc.
- **EGLAHSCE.SCI.6-8.C.ASW_3** - All students will communicate findings of investigations, using appropriate technology.
- **EGLAHSCE.SCI.6-8..N/_4** - N/A
- **EGLAHSCE.SCI.6-8.R** - Reflecting On Scientific Knowledge
- **EGLAHSCE.SCI.6-8.R.ASW** - All students will analyze claims for their scientific merit and explain how scientists decide what constitutes scientific knowledge.
- **EGLAHSCE.SCI.6-8.R.RO.P.EB.II.1.m.2a** - Develop awareness of personal information.
- **EGLAHSCE.SCI.6-8.R.RO.P.EB.II.1.m.2a.1** - Name, address, phone number.
- **EGLAHSCE.SCI.6-8.R.RO.P.EB.II.1.m.2a.A** - Safety, advocacy.
- **EGLAHSCE.SCI.6-8.R.ASW_1** - All students will show how science is related to other ways of knowing.
- **EGLAHSCE.SCI.6-8.R.RO.P.EB.II.1.m.3a** - Identify and/or explore science activities that relate to the world around them.
- **EGLAHSCE.SCI.6-8.R.RO.P.EB.II.1.m.3a.1** - Senses (five traditional senses sight, hearing, smell, taste, touch plus vestibular sense and proprioceptive sense); seasons.
- **EGLAHSCE.SCI.6-8.R.RO.P.EB.II.1.m.3a.A** - Cooking, eating, sensory exploration, weather, functional tools.
- **EGLAHSCE.SCI.6-8.R.ASW_2** - All students will show how science and technology affect our society.
- **EGLAHSCE.SCI.6-8.R.RO.P.EB.II.1.e.3ADDm** - Identify and/or explore ways in which technology is used in everyday life.
- **EGLAHSCE.SCI.6-8.R.RO.P.EB.II.1.e.3ADDm.1** - Computer, television, appliances, assistive technology devices, video games.
- **EGLAHSCE.SCI.6-8.R.RO.P.EB.II.1.e.3ADDm.A** - Technology can enhance daily living and leisure activities.
- **EGLAHSCE.SCI.6-8.R.RO.P.EB.II.1.m.5a** - Develop an awareness of the natural world.
- **EGLAHSCE.SCI.6-8.R.RO.P.EB.II.1.m.5a.1** - Indoors/outdoors, cold/hot, wet/dry. care.
- **EGLAHSCE.SCI.6-8.R.RO.P.EB.II.1.m.5a.A** - Outdoor/pedestrian safety, outdoor games, water safety, plant.
- **EGLAHSCE.SCI.6-8.R.ASW_3** - All students will show how people of diverse cultures have contributed to and influenced developments in science.
- **EGLAHSCE.SCI.6-8..N/_5** - N/A
- **EGLAHSCE.SCI.6-8.L** - Using Life Science Knowledge
- **EGLAHSCE.SCI.6-8.L.ASW** - All students will apply an understanding of cells to the functioning of multi-cellular organisms, including how cells grow, develop and reproduce.
- **EGLAHSCE.SCI.6-8.L.CE.P.EB.III.1.m.1a** - Discriminate between living and non-living things.
- **EGLAHSCE.SCI.6-8.L.CE.P.EB.III.1.m.1a.1** - Living vs. non-living drinking and eating.

- **EGLAHSCE.SCI.6-8.L.CE.P.EB.III.1.m.1a.A** - Does the table want a drink? What would eat; a book or a person?
- **EGLAHSCE.SCI.6-8.L.ASW_1** - All students will use classification systems to describe groups of living things.
- **EGLAHSCE.SCI.6-8.L.OR.P.EB.III.2.e.1ADDm** - Identify observable characteristics and/or body parts of a variety of animals.
- **EGLAHSCE.SCI.6-8.L.OR.P.EB.III.2.e.1ADDm.1** - Observable characteristics mouth, tail, fur feathers, head, torso.
- **EGLAHSCE.SCI.6-8.L.OR.P.EB.III.2.e.1ADDm.A** - Bringing in pets; visiting a pet store, working farm, or zoo.
- **EGLAHSCE.SCI.6-8.L.OR.P.EB.III.2.m.1a** - Identify plants and animals.
- **EGLAHSCE.SCI.6-8.L.OR.P.EB.III.2.m.1a.1** - Flowers, trees, grass, pets, farm animals.
- **EGLAHSCE.SCI.6-8.L.OR.P.EB.III.2.m.1a.A** - Nature walk, playing in the yard, going to the park, visiting a pet store or working farm, family or classroom pets.
- **EGLAHSCE.SCI.6-8.L.OR.P.EB.III.2.m.2a** - Identify parts of life cycles of plants.
- **EGLAHSCE.SCI.6-8.L.OR.P.EB.III.2.m.2a.1** - Seed, flower, tree, young/old.
- **EGLAHSCE.SCI.6-8.L.OR.P.EB.III.2.m.2a.A** - Flower pots, gardens.
- **EGLAHSCE.SCI.6-8.L.ASW_2** - All students will investigate and explain how living things obtain and use energy.
- **EGLAHSCE.SCI.6-8.L.OR.P.EB.III.2.e.4ADDm** - Identify some common healthy foods.
- **EGLAHSCE.SCI.6-8.L.OR.P.EB.III.2.e.4ADDm.1** - Vegetables, fruits, dairy, meat, grains.
- **EGLAHSCE.SCI.6-8.L.OR.P.EB.III.2.e.4ADDm.A** - Eating, shopping, cooking, making healthy food choices.
- **EGLAHSCE.SCI.6-8.L.ASW_3** - All students will analyze how parts of living things are adapted to carry out specific functions.
- **EGLAHSCE.SCI.6-8.L.OR.P.EB.III.2.m.4a** - Associate five senses with the respective body part.
- **EGLAHSCE.SCI.6-8.L.OR.P.EB.III.2.m.4a.1** - Smell nose, sight eyes, hearing ears, taste tongue, touch hands.
- **EGLAHSCE.SCI.6-8.L.OR.P.EB.III.2.m.4a.A** - Dressing, eating, grooming, simple exercising.
- **EGLAHSCE.SCI.6-8.L.ASW_4** - All students will investigate and explain how characteristics of living things are passed on through generations.
- **EGLAHSCE.SCI.6-8.L.HE.P.EB.III.3.m.1a** - Match parent to offspring.
- **EGLAHSCE.SCI.6-8.L.HE.P.EB.III.3.m.1a.1** - Match immature offspring to mature adult (humans, dogs, cats).
- **EGLAHSCE.SCI.6-8.L.HE.P.EB.III.3.m.1a.A** - Family, pets.
- **EGLAHSCE.SCI.6-8.L.ASW_5** - All students will explain why organisms within a species are different from one another.
- **EGLAHSCE.SCI.6-8..N/_7** - N/A
- **EGLAHSCE.SCI.6-8.L.ASW_6** - All students will explain how new traits can be established by changing or manipulating genes.
- **EGLAHSCE.SCI.6-8..N/_8** - N/A
- **EGLAHSCE.SCI.6-8.L.ASW_7** - All students will explain how scientists construct and scientifically test theories concerning the origin of life and evolution of species.
- **EGLAHSCE.SCI.6-8..N/_2** - N/A
- **EGLAHSCE.SCI.6-8.L.ASW_8** - All students will compare ways that living organisms are adapted (suited) to survive and reproduce in their environments and explain how species change through time.
- **EGLAHSCE.SCI.6-8..N/_9** - N/A

- **EGLAHSCE.SCI.6-8.L.ASW_9** - All students will explain how parts of an ecosystem are related and how they interact.
- **EGLAHSCE.SCI.6-8..N/_10** - N/A
- **EGLAHSCE.SCI.6-8.L.ASW_10** - All students will explain how energy is distributed to living things in an ecosystem.
- **EGLAHSCE.SCI.6-8..N/_11** - N/A
- **EGLAHSCE.SCI.6-8.L.ASW_11** - All students will investigate and explain how communities of living things change over a period of time.
- **EGLAHSCE.SCI.6-8..N/_12** - N/A
- **EGLAHSCE.SCI.6-8.L.ASW_12** - All students will describe how materials cycle through an ecosystem and get reused in the environment.
- **EGLAHSCE.SCI.6-8..N/_13** - N/A
- **EGLAHSCE.SCI.6-8.L.ASW_13** - All students will analyze how humans and the environment interact.
- **EGLAHSCE.SCI.6-8..N/_14** - N/A
- **EGLAHSCE.SCI.6-8.P** - Using Physical Science Knowledge
- **EGLAHSCE.SCI.6-8.P.ASW** - All students will measure and describe the things around us.
- **EGLAHSCE.SCI.6-8.P.ME.P.EB.IV.1.e.1ADDm** - Identify and describe attributes/properties of common objects.
- **EGLAHSCE.SCI.6-8.P.ME.P.EB.IV.1.e.1ADDm.1** - Texture rough, smooth. Smell pleasant, unpleasant. Size larger, smaller. Color common color words. Shape circle, square, triangle. Weight heavy, light.
- **EGLAHSCE.SCI.6-8.P.ME.P.EB.IV.1.e.1ADDm.A** - Leisure activities, clothing choice, personal hygiene, carrying objects, environmental signs, animals.
- **EGLAHSCE.SCI.6-8.P.ME.P.EB.IV.1.m.2a** - Differentiate between common objects according to weight, length, or temperature.
- **EGLAHSCE.SCI.6-8.P.ME.P.EB.IV.1.m.2a.1** - Useful properties waterproof, lightweight, temperature, lengths, size.
- **EGLAHSCE.SCI.6-8.P.ME.P.EB.IV.1.m.2a.A** - Raincoat, rubber boots, flotation device, heading pad, cooking and food preparation (pan is hot), indicating texture/temperature preference.
- **EGLAHSCE.SCI.6-8.P.ASW_1** - All students will explain what the world around us is made of.
- **EGLAHSCE.SCI.6-8.P.ME.P.EB.IV.1.m.3a** - Identify mixtures or components of mixtures.
- **EGLAHSCE.SCI.6-8.P.ME.P.EB.IV.1.m.3a.1** - Solid, liquid, mixture.
- **EGLAHSCE.SCI.6-8.P.ME.P.EB.IV.1.m.3a.A** - Powdered drink, chocolate mix and liquid, mixture (trail mix, salad), gelatin.
- **EGLAHSCE.SCI.6-8.P.ASW_2** - All students will identify and describe forms of energy.
- **EGLAHSCE.SCI.6-8..N/_22** - N/A
- **EGLAHSCE.SCI.6-8.P.ASW_4** - All students will explain how electricity and magnetism (see Motion of Objects) interact with matter.
- **EGLAHSCE.SCI.6-8.P.ME.P.EB.IV.1.m.4a** - Identify and/or operate useful electrical circuits.
- **EGLAHSCE.SCI.6-8.P.ME.P.EB.IV.1.m.4a.1** - Switches.
- **EGLAHSCE.SCI.6-8.P.ME.P.EB.IV.1.m.4a.A** - Operating switch, tape recorder, battery-powered toys and gadgets, recordable switches, lights on/off, wheelchairs, communication.
- **EGLAHSCE.SCI.6-8.P.ASW_5** - All students will investigate, describe and analyze ways in which matter changes.
- **EGLAHSCE.SCI.6-8.P.CM.P.EB.IV.2.m.1a** - Identify common changes in matter.

- **EGLAHSCE.SCI.6-8.P.CM.P.EB.IV.2.m.1a.1** - Melting, frozen, cold, hot, warm, solid to liquid.
- **EGLAHSCE.SCI.6-8.P.CM.P.EB.IV.2.m.1a.A** - Holding ice cube in hand (melting), ice cream, popsicle.
- **EGLAHSCE.SCI.6-8.P.ASW_6** - All students will explain how visible changes in matter are related to atoms and molecules.
- **EGLAHSCE.SCI.6-8..N/_23** - N/A
- **EGLAHSCE.SCI.6-8.P.ASW_7** - All students will explain how changes in matter are related to changes in energy and how living things and human technology change matter and transform energy.
- **EGLAHSCE.SCI.6-8..N/_24** - N/A
- **EGLAHSCE.SCI.6-8.P.ASW_8** - All students will describe how things around us move, explain why things move as they do, and demonstrate and explain how we control the motions of objects.
- **EGLAHSCE.SCI.6-8.P.MO.P.EB.IV.3.m.1a** - Recognize direction and/or speed of objects in motion.
- **EGLAHSCE.SCI.6-8.P.MO.P.EB.IV.3.m.1a.1** - Up and down, slide, fast/slow, push/pull; how items move; navigation; highest/lowest.
- **EGLAHSCE.SCI.6-8.P.MO.P.EB.IV.3.m.1a.A** - Daily living activities (scooter board, wheelchair); leisure activities (rolling ball); mobility; physical therapy.
- **EGLAHSCE.SCI.6-8.P.MO.P.EB.IV.3.m.3a** - Explore activities using magnetic and non-magnetic materials.
- **EGLAHSCE.SCI.6-8.P.MO.P.EB.IV.3.m.3a.1** - Magnetic push/pull.
- **EGLAHSCE.SCI.6-8.P.MO.P.EB.IV.3.m.3a.A** - Exploring during play; refrigerator, letter board, games.
- **EGLAHSCE.SCI.6-8.P.MO.P.EB.IV.3.m.5a** - Identify simple machines in activities that change effort.
- **EGLAHSCE.SCI.6-8.P.MO.P.EB.IV.3.m.5a.1** - Lifts, ramps, wheels, wedges (for position).
- **EGLAHSCE.SCI.6-8.P.MO.P.EB.IV.3.m.5a.A** - Faucets, paper towel machine.
- **EGLAHSCE.SCI.6-8.P.ASW_9** - All students will relate motion to energy and energy conversions.
- **EGLAHSCE.SCI.6-8..N/_25** - N/A
- **EGLAHSCE.SCI.6-8.P.ASW_10** - All students will describe sounds and sound waves.
- **EGLAHSCE.SCI.6-8.P.WV.P.EB.IV.4.e.1ADDm** - Identify ways to create sound.
- **EGLAHSCE.SCI.6-8.P.WV.P.EB.IV.4.e.1ADDm.1** - Vibration, switch devices.
- **EGLAHSCE.SCI.6-8.P.WV.P.EB.IV.4.e.1ADDm.A** - Leisure activities (music playing instrument, clapping, snapping); objects in environment safety alarms, telephone; communication.
- **EGLAHSCE.SCI.6-8.P.ASW_11** - All students will explain shadows, color, and other light phenomena.
- **EGLAHSCE.SCI.6-8.P.WV.P.EB.IV.4.m.3a** - Identify light sources in common activities.
- **EGLAHSCE.SCI.6-8.P.WV.P.EB.IV.4.m.3a.1** - Light sources.
- **EGLAHSCE.SCI.6-8.P.WV.P.EB.IV.4.m.3a.A** - Shade, sunglasses, hat, toys, flashlight, lamp.
- **EGLAHSCE.SCI.6-8.P.WV.P.EB.IV.4.m.4a** - Identify examples of reflections.
- **EGLAHSCE.SCI.6-8.P.WV.P.EB.IV.4.m.4a.1** - Mirrors.
- **EGLAHSCE.SCI.6-8.P.WV.P.EB.IV.4.m.4a.A** - Exploring with mirrors; useful/harmful reflections protection from sun and sunburns; hygiene (self care, dressing, checking appearance).
- **EGLAHSCE.SCI.6-8.P.ASW_12** - All students will measure and describe vibrations and waves.
- **EGLAHSCE.SCI.6-8..N/_26** - N/A

- **EGLAHSCE.SCI.6-8.P.ASW_3** - All students will explain how waves and vibrations transfer energy.
- **EGLAHSCE.SCI.6-8..N/_27** - N/A
- **EGLAHSCE.SCI.6-8.E** - Using Earth Science Knowledge
- **EGLAHSCE.SCI.6-8.E.ASW** - All students will describe the earth's surface.
- **EGLAHSCE.SCI.6-8.E.GE.P.EB.V.1.m.1a** - Identify major features of the earth's surface.
- **EGLAHSCE.SCI.6-8.E.GE.P.EB.V.1.m.1a.1** - Land, water.
- **EGLAHSCE.SCI.6-8.E.GE.P.EB.V.1.m.1a.A** - Relating experiences or requesting personal preferences regarding leisure activities.
- **EGLAHSCE.SCI.6-8.E.GE.P.EB.V.1.e.2ADDm** - Identify earth materials.
- **EGLAHSCE.SCI.6-8.E.GE.P.EB.V.1.e.2ADDm.1** - Rocks, soil, sand, vs. plastic, car, paper.
- **EGLAHSCE.SCI.6-8.E.GE.P.EB.V.1.e.2ADDm.A** - Awareness of environment; caring for house plants.
- **EGLAHSCE.SCI.6-8.E.ASW_1** - All students will describe and explain how the earth's features change over time.
- **EGLAHSCE.SCI.6-8..N/_38** - N/A
- **EGLAHSCE.SCI.6-8.E.ASW_2** - All students will analyze effects of technology on the earth's surface and resources.
- **EGLAHSCE.SCI.6-8.E.GE.P.EB.V.1.e.6ADDm** - Identify and/or demonstrate everyday routines related to the conservation of natural resources.
- **EGLAHSCE.SCI.6-8.E.GE.P.EB.V.1.e.6ADDm.1** - Materials that can be conserved (power, water) or recycled (paper, plastic, metal).
- **EGLAHSCE.SCI.6-8.E.GE.P.EB.V.1.e.6ADDm.A** - Being involved in conservation (such as turning off lights, watering grass less) and recycling activities (such as recycling soda pop cans) at home, in school, and in the community; handling recycling materials safely and appropriately.
- **EGLAHSCE.SCI.6-8.E.ASW_3** - All students will describe the characteristics of water and demonstrate where water is found on earth.
- **EGLAHSCE.SCI.6-8.E.HY.P.EB.V.2.m.1a** - Identify where water is found in the home, school, and community.
- **EGLAHSCE.SCI.6-8.E.HY.P.EB.V.2.m.1a.1** - Water, sink, drinking fountain, swimming pool.
- **EGLAHSCE.SCI.6-8.E.HY.P.EB.V.2.m.1a.A** - Daily living, functional, and leisure activities; washing machine.
- **EGLAHSCE.SCI.6-8.E.ASW_4** - All students will describe how water moves.
- **EGLAHSCE.SCI.6-8..N/_39** - N/A
- **EGLAHSCE.SCI.6-8.E.ASW_5** - All students will analyze the interaction of human activities with the hydrosphere.
- **EGLAHSCE.SCI.6-8.E.HY.P.EB.V.2.e.3ADDm** - Identify routines involving the use of water in various personal, household, and recreational situations.
- **EGLAHSCE.SCI.6-8.E.HY.P.EB.V.2.e.3ADDm.1** - Household/personal uses drinking, cleaning, food preparation, personal hygiene (bathing, hand washing); recreational uses swimming; hot vs. cold water.
- **EGLAHSCE.SCI.6-8.E.HY.P.EB.V.2.e.3ADDm.A** - Daily living and leisure activities.
- **EGLAHSCE.SCI.6-8.E.HY.P.EB.V.2.m.4a** - Identify clean vs. unclean water.
- **EGLAHSCE.SCI.6-8.E.HY.P.EB.V.2.m.4a.1** - Clean drinking fountains, faucets, bottled water, water coolers. Unclean puddles, pet dishes, pools.
- **EGLAHSCE.SCI.6-8.E.HY.P.EB.V.2.m.4a.A** - Making safe choices at home, in school, and in the community.

- **EGLAHSCE.SCI.6-8.E.ASW_6** - All students will investigate and describe what makes up weather and how it changes from day to day, from season to season and over long periods of time.
- **EGLAHSCE.SCI.6-8.E.AW.P.EB.V.3.e.1ADDm** - Identify appropriate clothing and/or activities related to particular weather conditions.
- **EGLAHSCE.SCI.6-8.E.AW.P.EB.V.3.e.1ADDm.1** - Cold, hot, warm, sunny, cloudy, rain, snow.
- **EGLAHSCE.SCI.6-8.E.AW.P.EB.V.3.e.1ADDm.A** - Awareness of world around them; appropriate clothing for daily activities.
- **EGLAHSCE.SCI.6-8.E.ASW_7** - All students will explain what causes different kinds of weather.
- **EGLAHSCE.SCI.6-8..N/_40** - N/A
- **EGLAHSCE.SCI.6-8.E.ASW_8** - All students will analyze the relationships between human activities and the atmosphere.
- **EGLAHSCE.SCI.6-8.E.AW.P.EB.V.3.e.3ADDm** - Identify and/or engage appropriately in safety procedures related to weather conditions.
- **EGLAHSCE.SCI.6-8.E.AW.P.EB.V.3.e.3ADDm.1** - Severe weather conditions (thunderstorm, cold, ice, blizzard), slippery sidewalks, safe locations, severe weather drills.
- **EGLAHSCE.SCI.6-8.E.AW.P.EB.V.3.e.3ADDm.A** - Daily living activities; reacting to changing routines due to severe weather.
- **EGLAHSCE.SCI.6-8.E.ASW_9** - All students will compare and contrast our planet and sun to other planets and star systems.
- **EGLAHSCE.SCI.6-8.E.SS.P.EB.V.4.e.1ADDm** - Identify the moon.
- **EGLAHSCE.SCI.6-8.E.SS.P.EB.V.4.e.1ADDm.1** - Moon, day/night.
- **EGLAHSCE.SCI.6-8.E.SS.P.EB.V.4.e.1ADDm.A** - Awareness of daily routines related to day/night.
- **EGLAHSCE.SCI.6-8.E.ASW_10** - All students will describe and explain how objects in the solar system move.
- **EGLAHSCE.SCI.6-8..N/_41** - N/A
- **EGLAHSCE.SCI.6-8.E.ASW_11** - All students will explain scientific theories as to the origin of the solar system.
- **EGLAHSCE.SCI.6-8..N/_42** - N/A
- **EGLAHSCE.SCI.6-8.E.ASW_12** - All students will explain how we learn about the universe.
- **EGLAHSCE.SCI.6-8..N/_43** - N/A
- **EGLAHSCE.SCI.9-12.C_1** - Constructing New Scientific Knowledge
- **EGLAHSCE.SCI.9-12.C.ASW_4** - All students will ask questions that help them learn about the world.
- **EGLAHSCE.SCI.9-12.C.CN.P.EB.I.1.h.1a** - Respond to and/or ask questions about the world based on observation or experience.
- **EGLAHSCE.SCI.9-12.C.CN.P.EB.I.1.h.1a.1** - Yes, no, choices.
- **EGLAHSCE.SCI.9-12.C.CN.P.EB.I.1.h.1a.A** - Communication, interactions/social skills, personal needs, augmentative communication device.
- **EGLAHSCE.SCI.9-12.C.ASW_5** - All students will design and conduct investigations using appropriate methodology and technology.
- **EGLAHSCE.SCI.9-12.C.CN.P.EB.I.1.h.2a** - Explore problems through observation.
- **EGLAHSCE.SCI.9-12.C.CN.P.EB.I.1.h.2a.1** - Observe, cause, effect.

- **EGLAHSCE.SCI.9-12.C.CN.P.EB.I.1.h.2a.A** - Personal care, health, safety, communication, group interaction.
- **EGLAHSCE.SCI.9-12.C.CN.P.EB.I.1.m.3ADDh** - Identify and/or use simple devices.
- **EGLAHSCE.SCI.9-12.C.CN.P.EB.I.1.m.3ADDh.1** - Assistive technology.
- **EGLAHSCE.SCI.9-12.C.CN.P.EB.I.1.m.3ADDh.A** - Daily living and leisure activities, safety.
- **EGLAHSCE.SCI.9-12.C.ASW_6** - All students will learn from books and other sources of information.
- **EGLAHSCE.SCI.9-12.C.CN.P.EB.I.1.h.4a** - Identify books and/or other sources of information related to science.
- **EGLAHSCE.SCI.9-12.C.CN.P.EB.I.1.h.4a.1** - Books, computers, people, newspapers.
- **EGLAHSCE.SCI.9-12.C.CN.P.EB.I.1.h.4a.A** - Students will respond to a question related to a science activity by reaching, touching, vocalizing, eye movement, etc.
- **EGLAHSCE.SCI.9-12.C.ASW_7** - All students will communicate findings of investigations, using appropriate technology.
- **EGLAHSCE.SCI.9-12..N/_1** - N/A
- **EGLAHSCE.SCI.9-12.R** - Reflecting On Scientific Knowledge
- **EGLAHSCE.SCI.9-12.R.ASW** - All students will analyze claims for their scientific merit and explain how scientists decide what constitutes scientific knowledge.
- **EGLAHSCE.SCI.9-12.R.RO.P.EB.II.1.m.2ADDh** - Develop awareness of personal information.
- **EGLAHSCE.SCI.9-12.R.RO.P.EB.II.1.m.2ADDh.1** - Name, address, phone number, names of family members.
- **EGLAHSCE.SCI.9-12.R.RO.P.EB.II.1.m.2ADDh.A** - Safety, advocacy.
- **EGLAHSCE.SCI.9-12.R.ASW_1** - All students will show how science is related to other ways of knowing.
- **EGLAHSCE.SCI.9-12.R.RO.P.EB.II.1.h.3a** - Identify and/or explore science activities that relate to the world around them.
- **EGLAHSCE.SCI.9-12.R.RO.P.EB.II.1.h.3a.1** - Senses (five traditional senses sight, hearing, smell, taste, touch plus vestibular sense and proprioceptive sense); seasons.
- **EGLAHSCE.SCI.9-12.R.RO.P.EB.II.1.h.3a.A** - Cooking, eating, sensory exploration, weather, functional tools.
- **EGLAHSCE.SCI.9-12.R.ASW_2** - All students will show how science and technology affect our society.
- **EGLAHSCE.SCI.9-12.R.RO.P.EB.II.1.e.3ADDh** - Identify and/or explore ways in which technology is used in everyday life.
- **EGLAHSCE.SCI.9-12.R.RO.P.EB.II.1.e.3ADDh.1** - Computer, television, appliances, assistive technology devices, video games, MP3 players.
- **EGLAHSCE.SCI.9-12.R.RO.P.EB.II.1.e.3ADDh.A** - Technology can enhance daily living, leisure, and vocational activities.
- **EGLAHSCE.SCI.9-12.R.RO.P.EB.II.1.h.6a** - Develop an awareness of the natural world.
- **EGLAHSCE.SCI.9-12.R.RO.P.EB.II.1.h.6a.1** - Indoors/outdoors, cold/hot, wet/dry.
- **EGLAHSCE.SCI.9-12.R.RO.P.EB.II.1.h.6a.A** - Outdoor/pedestrian safety, outdoor games, water safety, plant/lawn care.
- **EGLAHSCE.SCI.9-12.R.ASW_3** - All students will show how people of diverse cultures have contributed to and influenced developments in science.
- **EGLAHSCE.SCI.9-12..N/_2** - N/A
- **EGLAHSCE.SCI.9-12.L** - Using Life Science Knowledge

- **EGLAHSCE.SCI.9-12.L.ASW** - All students will apply an understanding of cells to the functioning of multi-cellular organisms, including how cells grow, develop and reproduce.
- **EGLAHSCE.SCI.9-12.L.CE.P.EB.III.1.h.1a** - Identify characteristics of all living things.
- **EGLAHSCE.SCI.9-12.L.CE.P.EB.III.1.h.1a.1** - Needs of living things grow, need food, need water.
- **EGLAHSCE.SCI.9-12.L.CE.P.EB.III.1.h.1a.A** - Personal care, pet care.
- **EGLAHSCE.SCI.9-12.L.ASW_1** - All students will use classification systems to describe groups of living things.
- **EGLAHSCE.SCI.9-12.L.OR.P.EB.III.2.e.1ADDh** - Identify observable characteristics and/or body parts of a variety of animals.
- **EGLAHSCE.SCI.9-12.L.OR.P.EB.III.2.e.1ADDh.1** - Observable characteristics mouth, tail, fur feathers, teeth, nails/claws.
- **EGLAHSCE.SCI.9-12.L.OR.P.EB.III.2.e.1ADDh.A** - Visiting a pet store or working farm.
- **EGLAHSCE.SCI.9-12.L.OR.P.EB.III.2.h.1a** - Identify plants and animals.
- **EGLAHSCE.SCI.9-12.L.OR.P.EB.III.2.h.1a.1** - Flowers, trees, grass, weeds, vegetable plants, pets, farm animals, wild animals.
- **EGLAHSCE.SCI.9-12.L.OR.P.EB.III.2.h.1a.A** - Nature walk; trip to the grocery store; visiting a pet store, working farm, horticultural center, or zoo.
- **EGLAHSCE.SCI.9-12.L.OR.P.EB.III.2.e.3ADDh** - Identify parts of life cycles of animals.
- **EGLAHSCE.SCI.9-12.L.OR.P.EB.III.2.e.3ADDh.1** - Baby, mom, dad, adult, young/old.
- **EGLAHSCE.SCI.9-12.L.OR.P.EB.III.2.e.3ADDh.A** - Family.
- **EGLAHSCE.SCI.9-12.L.ASW_2** - All students will investigate and explain how living things obtain and use energy.
- **EGLAHSCE.SCI.9-12.L.OR.P.EB.III.2.e.4ADDh** - Identify some common healthy foods.
- **EGLAHSCE.SCI.9-12.L.OR.P.EB.III.2.e.4ADDh.1** - Vegetables, fruits, dairy, meats, grains.
- **EGLAHSCE.SCI.9-12.L.OR.P.EB.III.2.e.4ADDh.A** - Eating, shopping, cooking, food preparation, making healthy food choices.
- **EGLAHSCE.SCI.9-12.L.ASW_3** - All students will analyze how parts of living things are adapted to carry out specific functions.
- **EGLAHSCE.SCI.9-12.L.OR.P.EB.III.2.h.4a** - Identify healthy exercise routines for humans.
- **EGLAHSCE.SCI.9-12.L.OR.P.EB.III.2.h.4a.1** - Pushing, lifting, carrying, throwing, walking, riding bicycle, swimming.
- **EGLAHSCE.SCI.9-12.L.OR.P.EB.III.2.h.4a.A** - Physical Education, health club, exercise videos.
- **EGLAHSCE.SCI.9-12.L.ASW_4** - All students will investigate and explain how characteristics of living things are passed on through generations.
- **EGLAHSCE.SCI.9-12.L.HE.P.EB.III.3.h.1a** - Match parent to offspring.
- **EGLAHSCE.SCI.9-12.L.HE.P.EB.III.3.h.1a.1** - Match immature offspring to mature adult (humans, dogs, cats).
- **EGLAHSCE.SCI.9-12.L.HE.P.EB.III.3.h.1a.A** - Family, pets. Traits, fur, scales, feet.
- **EGLAHSCE.SCI.9-12.L.ASW_5** - All students will explain why organisms within a species are different from one another.
- **EGLAHSCE.SCI.9-12..N/_4** - N/A

- **EGLAHSCE.SCI.9-12.L.ASW_6** - All students will explain how new traits can be established by changing or manipulating genes.
- **EGLAHSCE.SCI.9-12..N/_5** - N/A
- **EGLAHSCE.SCI.9-12.L.ASW_7** - All students will explain how scientists construct and scientifically test theories concerning the origin of life and evolution of species.
- **EGLAHSCE.SCI.9-12..N/_6** - N/A
- **EGLAHSCE.SCI.9-12.L.ASW_8** - All students will compare ways that living organisms are adapted (suited) to survive and reproduce in their environments and explain how species change through time.
- **EGLAHSCE.SCI.9-12..N/_7** - N/A
- **EGLAHSCE.SCI.9-12.L.ASW_9** - All students will explain how parts of an ecosystem are related and how they interact.
- **EGLAHSCE.SCI.9-12..N/_8** - N/A
- **EGLAHSCE.SCI.9-12.L.ASW_10** - All students will explain how energy is distributed to living things in an ecosystem.
- **EGLAHSCE.SCI.9-12..N/_9** - N/A
- **EGLAHSCE.SCI.9-12.L.ASW_11** - All students will investigate and explain how communities of living things change over a period of time.
- **EGLAHSCE.SCI.9-12..N/_10** - N/A
- **EGLAHSCE.SCI.9-12.L.ASW_12** - All students will describe how materials cycle through an ecosystem and get reused in the environment.
- **EGLAHSCE.SCI.9-12..N/_11** - N/A
- **EGLAHSCE.SCI.9-12.L.ASW_13** - All students will analyze how humans and the environment interact.
- **EGLAHSCE.SCI.9-12..N/_12** - N/A
- **EGLAHSCE.SCI.9-12.P** - Using Physical Science Knowledge
- **EGLAHSCE.SCI.9-12.P.ASW** - All students will measure and describe the things around us.
- **EGLAHSCE.SCI.9-12.P.ME.P.EB.IV.1.e.1ADDh** - Identify and describe attributes/properties of common objects.
- ○ **EGLAHSCE.SCI.9-12.P.ME.P.EB.IV.1.e.1ADDh.1** - Texture rough, smooth. Flexibility rigid, stiff, firm, flexible, strong. Hardness. Smell pleasant, unpleasant. States of matter solid, liquid. Size larger, smaller; length, width, height. Sink, float. Color common color words. Shape circle, square, triangle, rectangle, oval. Weight heavy, light, heavier, lighter.
- ○ **EGLAHSCE.SCI.9-12.P.ME.P.EB.IV.1.e.1ADDh.A** - Leisure activities, clothing choice, personal hygiene, carrying objects, environmental signs.
- **EGLAHSCE.SCI.9-12.P.ME.P.EB.IV.1.m.2ADDh** - Differentiate between common objects according to weight, length, or temperature.
- ○ **EGLAHSCE.SCI.9-12.P.ME.P.EB.IV.1.m.2ADDh.1** - Useful properties waterproof, lightweight, temperature, lengths, size.
- ○ **EGLAHSCE.SCI.9-12.P.ME.P.EB.IV.1.m.2ADDh.A** - Raincoat, rubber boots, flotation device, heading pad, cooking and food preparation (pan is hot), indicating texture/temperature preference.
- **EGLAHSCE.SCI.9-12.P.ASW_1** - All students will explain what the world around us is made of.
- **EGLAHSCE.SCI.9-12.P.ME.P.EB.IV.1.m.3ADDh** - Identify mixtures or components of mixtures.
- ○ **EGLAHSCE.SCI.9-12.P.ME.P.EB.IV.1.m.3ADDh.1** - Solid, liquid, mixture.

- **EGLAHSCE.SCI.9-12.P.ME.P.EB.IV.1.m.3ADDh.A** - Powdered drink, chocolate mix and liquid, mixture (trail mix, salad), gelatin.
- **EGLAHSCE.SCI.9-12.P.ASW_2** - All students will identify and describe forms of energy.
- **EGLAHSCE.SCI.9-12..N/_21** - N/A
- **EGLAHSCE.SCI.9-12.P.ASW_3** - All students will explain how electricity and magnetism (see Motion of Objects) interact with matter.
- **EGLAHSCE.SCI.9-12.P.ME.P.EB.IV.1.m.5ADDh** - Identify and/or operate useful electrical circuits.
- **EGLAHSCE.SCI.9-12.P.ME.P.EB.IV.1.m.5ADDh.1** - Electric, non-electric, battery-operated, non-battery-operated switches.
- **EGLAHSCE.SCI.9-12.P.ME.P.EB.IV.1.m.5ADDh.A** - Tape recorder, battery-powered toys and gadgets, recordable switches, wheelchairs, communication.
- **EGLAHSCE.SCI.9-12.P.ASW_4** - All students will investigate, describe and analyze ways in which matter changes.
- **EGLAHSCE.SCI.9-12.P.CM.P.EB.IV.2.m.1ADDh** - Identify common changes in matter.
- **EGLAHSCE.SCI.9-12.P.CM.P.EB.IV.2.m.1ADDh.1** - Melting, frozen, cold, hot, warm, solid to liquid.
- **EGLAHSCE.SCI.9-12.P.CM.P.EB.IV.2.m.1ADDh.A** - Holding ice cube in hand (melting), ice cream, popsicle.
- **EGLAHSCE.SCI.9-12.P.ASW_5** - All students will explain how visible changes in matter are related to atoms and molecules.
- **EGLAHSCE.SCI.9-12..N/_22** - N/A
- **EGLAHSCE.SCI.9-12.P.ASW_6** - All students will explain how changes in matter are related to changes in energy and how living things and human technology change matter and transform energy.
- **EGLAHSCE.SCI.9-12..N/_23** - N/A
- **EGLAHSCE.SCI.9-12.P.ASW_7** - All students will describe how things around us move, explain why things move as they do, and demonstrate and explain how we control the motions of objects.
- **EGLAHSCE.SCI.9-12.P.MO.P.EB.IV.3.m.1ADDh** - Recognize direction and/or speed of objects in motion.
- **EGLAHSCE.SCI.9-12.P.MO.P.EB.IV.3.m.1ADDh.1** - Up and down, slide, fast/slow, push/pull; how items move; navigation; highest/lowest.
- **EGLAHSCE.SCI.9-12.P.MO.P.EB.IV.3.m.1ADDh.A** - Daily living activities (scooter board, wheelchair); leisure activities (rolling ball); mobility; physical therapy.
- **EGLAHSCE.SCI.9-12.P.MO.P.EB.IV.3.m.3ADDh** - Identify activities using magnetic and non-magnetic materials.
- **EGLAHSCE.SCI.9-12.P.MO.P.EB.IV.3.m.3ADDh.1** - Magnetic push/pull.
- **EGLAHSCE.SCI.9-12.P.MO.P.EB.IV.3.m.3ADDh.A** - Exploring during play; letter board, games.
- **EGLAHSCE.SCI.9-12.P.MO.P.EB.IV.3.m.5ADDh** - Identify simple machines in activities that change effort.
- **EGLAHSCE.SCI.9-12.P.MO.P.EB.IV.3.m.5ADDh.1** - Lifts, ramps, wheels, wedges (for position).
- **EGLAHSCE.SCI.9-12.P.MO.P.EB.IV.3.m.5ADDh.A** - Faucets, paper towel machine.
- **EGLAHSCE.SCI.9-12.P.ASW_8** - All students will relate motion to energy and energy conversions.
- **EGLAHSCE.SCI.9-12..N/_24** - N/A
- **EGLAHSCE.SCI.9-12.P.ASW_9** - All students will describe sounds and sound waves.
- **EGLAHSCE.SCI.9-12.P.WV.P.EB.IV.4.e.1ADDh** - Identify sources of sound.
- **EGLAHSCE.SCI.9-12.P.WV.P.EB.IV.4.e.1ADDh.1** - Vibration, loud/soft, high/low.

- **EGLAHSCE.SCI.9-12.P.WV.P.EB.IV.4.e.1ADDh.A** - Water running, fire siren, thunder, animals, communication.
- **EGLAHSCE.SCI.9-12.P.ASW_10** - All students will explain shadows, color, and other light phenomena.
- **EGLAHSCE.SCI.9-12.P.WV.P.EB.IV.4.m.4ADDh** - Identify examples of reflections.
- **EGLAHSCE.SCI.9-12.P.WV.P.EB.IV.4.m.4ADDh.1** - Mirrors.
- **EGLAHSCE.SCI.9-12.P.WV.P.EB.IV.4.m.4ADDh.A** - Exploring with mirrors; useful/harmful reflections protection from sun and sunburns; hygiene (self care, dressing, checking appearance).
- **EGLAHSCE.SCI.9-12.P.ASW_11** - All students will measure and describe vibrations and waves.
- **EGLAHSCE.SCI.9-12..N/_25** - N/A
- **EGLAHSCE.SCI.9-12.P.ASW_12** - All students will explain how waves and vibrations transfer energy.
- **EGLAHSCE.SCI.9-12..N/_26** - N/A
- **EGLAHSCE.SCI.9-12.E** - Using Earth Science Knowledge
- **EGLAHSCE.SCI.9-12.E.ASW** - All students will describe the earth's surface.
- **EGLAHSCE.SCI.9-12.E.GE.P.EB.V.1.m.1ADDh** - Identify major features of the earth's surface.
- **EGLAHSCE.SCI.9-12.E.GE.P.EB.V.1.m.1ADDh.1** - Land, water.
- **EGLAHSCE.SCI.9-12.E.GE.P.EB.V.1.m.1ADDh.A** - Relating experiences or requesting personal preferences regarding leisure activities; safety.
- **EGLAHSCE.SCI.9-12.E.GE.P.EB.V.1.e.2ADDh** - Identify types of earth materials.
- **EGLAHSCE.SCI.9-12.E.GE.P.EB.V.1.e.2ADDh.1** - Rocks, soil, sand.
- **EGLAHSCE.SCI.9-12.E.GE.P.EB.V.1.e.2ADDh.A** - Awareness of environment; yard chores.
- **EGLAHSCE.SCI.9-12.E.ASW_1** - All students will describe and explain how the earth's features change over time.
- **EGLAHSCE.SCI.9-12..N/** - N/A
- **EGLAHSCE.SCI.9-12.E.ASW_2** - All students will analyze effects of technology on the earth's surface and resources.
- **EGLAHSCE.SCI.9-12.E.GE.P.EB.V.1.e.6ADDh** - Identify and/or demonstrate everyday routines related to the conservation of natural resources.
- **EGLAHSCE.SCI.9-12.E.GE.P.EB.V.1.e.6ADDh.1** - Materials that can be conserved (power, water, fuel) or recycled (paper, plastic, metal, glass).
- **EGLAHSCE.SCI.9-12.E.GE.P.EB.V.1.e.6ADDh.A** - Being involved in conservation (such as turning off lights, watering grass less, carpooling) and recycling (such as recycling soda pop cans) activities at home, in school, and in the community; handling recycling materials appropriately and safely.
- **EGLAHSCE.SCI.9-12.E.ASW_3** - All students will describe the characteristics of water and demonstrate where water is found on earth.
- **EGLAHSCE.SCI.9-12.E.HY.P.EB.V.2.m.1ADDh** - Identify sources of water for functional tasks in the home, school, and community.
- **EGLAHSCE.SCI.9-12.E.HY.P.EB.V.2.m.1ADDh.1** - Sink, drinking fountain.
- **EGLAHSCE.SCI.9-12.E.HY.P.EB.V.2.m.1ADDh.A** - Daily living and vocational activities; washing machine.
- **EGLAHSCE.SCI.9-12.E.ASW_4** - All students will describe how water moves.
- **EGLAHSCE.SCI.9-12..N/_37** - N/A
- **EGLAHSCE.SCI.9-12.E.ASW_5** - All students will analyze the interaction of human activities with the hydrosphere.
- **EGLAHSCE.SCI.9-12.E.HY.P.EB.V.2.h.2a** - Identify clean vs. unclean water.

- **EGLAHSCE.SCI.9-12.E.HY.P.EB.V.2.h.2a.1** - Clean drinking fountains, faucets, bottled water, water coolers. Unclean puddles, pet dishes, pools.
- **EGLAHSCE.SCI.9-12.E.HY.P.EB.V.2.h.2a.A** - Making safe choices at home, in school, and in the community.
- **EGLAHSCE.SCI.9-12.E.ASW_6** - All students will investigate and describe what makes up weather and how it changes from day to day, from season to season and over long periods of time.
- **EGLAHSCE.SCI.9-12.E.AW.P.EB.V.3.e.1ADDh** - Identify appropriate clothing and/or activities related to particular weather conditions.
- **EGLAHSCE.SCI.9-12.E.AW.P.EB.V.3.e.1ADDh.1** - Cold, hot, warm, sunny, cloudy, rain, snow.
- **EGLAHSCE.SCI.9-12.E.AW.P.EB.V.3.e.1ADDh.A** - Awareness of world around them; appropriate clothing for daily activities.
- **EGLAHSCE.SCI.9-12.E.ASW_7** - All students will explain what causes different kinds of weather.
- **EGLAHSCE.SCI.9-12..N/_38** - N/A
- **EGLAHSCE.SCI.9-12.E.ASW_8** - All students will analyze the relationships between human activities and the atmosphere.
- **EGLAHSCE.SCI.9-12.E.AW.P.EB.V.3.e.3ADDh** - Identify and/or engage appropriately in safety procedures related to weather conditions.
- **EGLAHSCE.SCI.9-12.E.AW.P.EB.V.3.e.3ADDh.1** - Severe weather conditions (thunderstorm, cold, ice blizzard), slippery sidewalks, safe locations, severe weather drills.
- **EGLAHSCE.SCI.9-12.E.AW.P.EB.V.3.e.3ADDh.A** - Daily living activities; reacting to changing routines due to severe weather.
- **EGLAHSCE.SCI.9-12.E.ASW_9** - All students will compare and contrast our planet and sun to other planets and star systems.
- **EGLAHSCE.SCI.9-12.E.SS.P.EB.V.4.h.1a** - Identify effects of the sun.
- **EGLAHSCE.SCI.9-12.E.SS.P.EB.V.4.h.1a.1** - Heat, light.
- **EGLAHSCE.SCI.9-12.E.SS.P.EB.V.4.h.1a.A** - Awareness of daily routines related to day/night; sunburn.
- **EGLAHSCE.SCI.9-12.E.ASW_10** - All students will describe and explain how objects in the solar system move.
- **EGLAHSCE.SCI.9-12..N/_39** - N/A
- **EGLAHSCE.SCI.9-12.E.ASW_11** - All students will explain scientific theories as to the origin of the solar system.
- **EGLAHSCE.SCI.9-12..N/_40** - N/A
- **EGLAHSCE.SCI.9-12.E.ASW_12** - All students will explain how we learn about the universe.
- **EGLAHSCE.SCI.9-12..N/_41** - N/A

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- **EGLAHSCE.SCI.3-5.C_2** - Constructing New Scientific Knowledge
- **EGLAHSCE.SCI.3-5.C.ASW_8** - All students will ask questions that help them learn about the world.
- **EGLAHSCE.SCI.3-5.C.CN.SI.EB.I.1.e.1a** - Identify and/or generate basic questions about the world around them.
- **EGLAHSCE.SCI.3-5.C.CN.SI.EB.I.1.e.1a.1** - Who, what, when, where, why, and how.
- **EGLAHSCE.SCI.3-5.C.CN.SI.EB.I.1.e.1a.A** - Students ask a question about a science topic.

- **EGLAHSCE.SCI.3-5.C.RO.SI** - All students will design and conduct investigations using appropriate methodology and technology.
- **EGLAHSCE.SCI.3-5.C.CN.SI.EB.I.1.e.2a** - Explore problems through observation.
- **EGLAHSCE.SCI.3-5.C.CN.SI.EB.I.1.e.2a.1** - Gather information, ask questions, think, observe.
- **EGLAHSCE.SCI.3-5.C.CN.SI.EB.I.1.e.2a.A** - Hygiene, health and nutrition, fitness, communication.
- **EGLAHSCE.SCI.3-5.C.CN.SI.EB.I.1.e.3a** - Identify and/or use simple devices.
- **EGLAHSCE.SCI.3-5.C.CN.SI.EB.I.1.e.3a.1** - Hand lens, weather vane; oral reporting of observations.
- **EGLAHSCE.SCI.3-5.C.CN.SI.EB.I.1.e.3a.A** - Daily living activities, safety.
- **EGLAHSCE.SCI.3-5.C.RO.SI_1** - All students will learn from books and other sources of information.
- **EGLAHSCE.SCI.3-5.C.CN.SI.EB.I.1.e.5a** - Identify books and/or other sources of information related to science.
- **EGLAHSCE.SCI.3-5.C.CN.SI.EB.I.1.e.5a.1** - Books, computers, people.
- **EGLAHSCE.SCI.3-5.C.CN.SI.EB.I.1.e.5a.A** - Given a choice, students will identify the correct resource to answer a scientific question.
- **EGLAHSCE.SCI.3-5.C.RO.SI_2** - All students will communicate findings of investigations, using appropriate technology.
- **EGLAHSCE.SCI.3-5.C.CN.SI.EB.I.1.e.6a** - Identify and explore ways to display scientific information.
- **EGLAHSCE.SCI.3-5.C.CN.SI.EB.I.1.e.6a.1** - With help, represent simple data with a picture graph.
- **EGLAHSCE.SCI.3-5.C.CN.SI.EB.I.1.e.6a.A** - Displaying findings about heredity, such as hair color or eye color.
- **EGLAHSCE.SCI.3-5.R_1** - Reflecting On Scientific Knowledge
- **EGLAHSCE.SCI.3-5.R.RO.SI** - All students will analyze claims for their scientific merit and explain how scientists decide what constitutes scientific knowledge.
- **EGLAHSCE.SCI.3-5.R.RO.SI.EB.II.1.e.1a** - Distinguish between true and false.
- **EGLAHSCE.SCI.3-5.R.RO.SI.EB.II.1.e.1a.1** - Observation, true/false, common science misconceptions.
- **EGLAHSCE.SCI.3-5.R.RO.SI.EB.II.1.e.1a.A** - Observable facts, such as the sky is blue, the sun is hot.
- **EGLAHSCE.SCI.3-5.R.RO.SI_1** - All students will show how science is related to other ways of knowing.
- **EGLAHSCE.SCI.3-5.R.RO.SI.EB.II.1.e.2a** - Identify and/or explore how simple science concepts can be illustrated through creative expression.
- **EGLAHSCE.SCI.3-5.R.RO.SI.EB.II.1.e.2a.1** - Drawing, painting, music, creative movements.
- **EGLAHSCE.SCI.3-5.R.RO.SI.EB.II.1.e.2a.A** - Representing natural phenomena artistically, representing labs through art.
- **EGLAHSCE.SCI.3-5.R.RO.SI_2** - All students will show how science and technology affect our society.
- **EGLAHSCE.SCI.3-5.R.RO.SI.EB.II.1.e.3a** - Identify ways in which technology is used in everyday life.
- **EGLAHSCE.SCI.3-5.R.RO.SI.EB.II.1.e.3a.1** - How technology changes our lives.
- **EGLAHSCE.SCI.3-5.R.RO.SI.EB.II.1.e.3a.A** - Computer, calculator, television, appliances, telephone, hand-washing dishes/dishwasher, hand-sewing/sewing machine, handwriting/word processing.
- **EGLAHSCE.SCI.3-5.R.RO.SI.EB.II.1.e.4a** - Develop an awareness of the natural world.
- **EGLAHSCE.SCI.3-5.R.RO.SI.EB.II.1.e.4a.1** - Nature, observation, personal safety.
- **EGLAHSCE.SCI.3-5.R.RO.SI.EB.II.1.e.4a.A** - Caring for environment, pollution, recycling; water safety.

- **EGLAHSCE.SCI.3-5.R.RO.SI_3** - All students will show how people of diverse cultures have contributed to and influenced developments in science.
- **EGLAHSCE.SCI.3-5.SI.N/_1** - N/A
- **EGLAHSCE.SCI.3-5.L_1** - Using Life Science Knowledge
- **EGLAHSCE.SCI.3-5.L.RO.SI** - All students will apply an understanding of cells to the functioning of multi-cellular organisms, including how cells grow, develop and reproduce.
- **EGLAHSCE.SCI.3-5.L.CE.SI.EB.III.1.m.1ADDe** - Discriminate between living and non-living things.
- **EGLAHSCE.SCI.3-5.L.CE.SI.EB.III.1.m.1ADDe.1** - Living and non-living things.
- **EGLAHSCE.SCI.3-5.L.CE.SI.EB.III.1.m.1ADDe.A** - Familiar objects, such as toys vs. people, toys vs. animals.
- **EGLAHSCE.SCI.3-5.L.RO.SI_1** - All students will use classification systems to describe groups of living things.
- **EGLAHSCE.SCI.3-5.L.OR.SI.EB.III.2.e.1a** - Identify sounds and/or characteristics of animals.
- **EGLAHSCE.SCI.3-5.L.OR.SI.EB.III.2.e.1a.1** - Observable characteristics dog and cat (dog bark, four legs, tail; cat meow, four legs, tail); soft/hard, big/little.
- **EGLAHSCE.SCI.3-5.L.OR.SI.EB.III.2.e.1a.A** - Bringing in pets, visiting a pet store.
- **EGLAHSCE.SCI.3-5.L.OR.SI.EB.III.2.e.2a** - Differentiate between plants and animals.
- **EGLAHSCE.SCI.3-5.L.OR.SI.EB.III.2.e.2a.1** - Flower, bush, tree, dog, cat, fish.
- **EGLAHSCE.SCI.3-5.L.OR.SI.EB.III.2.e.2a.A** - Nature walk, playing in the yard, going to the park.
- **EGLAHSCE.SCI.3-5.L.OR.SI.EB.III.2.e.3a** - Match the life cycles of familiar organisms.
- **EGLAHSCE.SCI.3-5.L.OR.SI.EB.III.2.e.3a.1** - Sapling mature tree, corn corn stalks, berry bushes, pumpkin vine.
- **EGLAHSCE.SCI.3-5.L.OR.SI.EB.III.2.e.3a.A** - Growing small plants, gardening.
- **EGLAHSCE.SCI.3-5.L.RO.SI_2** - All students will investigate and explain how living things obtain and use energy.
- **EGLAHSCE.SCI.3-5.L.OR.SI.EB.III.2.e.4a** - Identify some common healthy foods.
- **EGLAHSCE.SCI.3-5.L.OR.SI.EB.III.2.e.4a.1** - Milk, apple, fish, meat, eggs.
- **EGLAHSCE.SCI.3-5.L.OR.SI.EB.III.2.e.4a.A** - Shopping, making healthy food choices.
- **EGLAHSCE.SCI.3-5.L.RO.SI_3** - All students will analyze how parts of living things are adapted to carry out specific functions.
- **EGLAHSCE.SCI.3-5.L.OR.SI.EB.III.2.e.5a** - Identify edible parts of plants.
- **EGLAHSCE.SCI.3-5.L.OR.SI.EB.III.2.e.5a.1** - Fruits and vegetables.
- **EGLAHSCE.SCI.3-5.L.OR.SI.EB.III.2.e.5a.A** - Shopping, gardening.
- **EGLAHSCE.SCI.3-5.L.RO.SI_4** - All students will investigate and explain how characteristics of living things are passed on through generations.
- **EGLAHSCE.SCI.3-5.L.HE.SI.EB.III.3.e.1a** - Match parent to offspring.
- **EGLAHSCE.SCI.3-5.L.HE.SI.EB.III.3.e.1a.1** - Match immature offspring to mature adult (humans, dogs, cats).
- **EGLAHSCE.SCI.3-5.L.HE.SI.EB.III.3.e.1a.A** - Family, pets.
- **EGLAHSCE.SCI.3-5.L.RO.SI_5** - All students will explain why organisms within a species are different from one another.
- **EGLAHSCE.SCI.3-5.SI.N/_2** - N/A

- **EGLAHSCE.SCI.3-5.L.RO.SI_6** - All students will explain how new traits can be established by changing or manipulating genes.
- **EGLAHSCE.SCI.3-5.SI.N/_3** - N/A
- **EGLAHSCE.SCI.3-5.L.RO.SI_7** - All students will explain how scientists construct and scientifically test theories concerning the origin of life and evolution of species.
- **EGLAHSCE.SCI.3-5.SI.N/_4** - N/A
- **EGLAHSCE.SCI.3-5.L.RO.SI_8** - All students will compare ways that living organisms are adapted (suited) to survive and reproduce in their environments and explain how species change through time.
- **EGLAHSCE.SCI.3-5.L.EV.SI.EB.III.4.e.2a** - Identify characteristics that help living organisms survive.
- **EGLAHSCE.SCI.3-5.L.EV.SI.EB.III.4.e.2a.1** - Run, fly, jump.
- **EGLAHSCE.SCI.3-5.L.EV.SI.EB.III.4.e.2a.A** - Nature walk; squirrel running up a tree, animals running away from humans.
- **EGLAHSCE.SCI.3-5.L.RO.SI_9** - All students will explain how parts of an ecosystem are related and how they interact.
- **EGLAHSCE.SCI.3-5.SI.N/_5** - N/A
- **EGLAHSCE.SCI.3-5.L.RO.SI_10** - All students will explain how energy is distributed to living things in an ecosystem.
- **EGLAHSCE.SCI.3-5.L.EC.SI.EB.III.5.e.2a** - Identify basic requirements for all living things to maintain life.
- **EGLAHSCE.SCI.3-5.L.EC.SI.EB.III.5.e.2a.1** - Food, water, shelter.
- **EGLAHSCE.SCI.3-5.L.EC.SI.EB.III.5.e.2a.A** - Caring for pets, visiting a nature center or a zoo; squirrels eating acorns, birds eating seeds, cats eating birds; doghouse.
- **EGLAHSCE.SCI.3-5.L.RO.SI_11** - All students will investigate and explain how communities of living things change over a period of time.
- **EGLAHSCE.SCI.3-5.SI.N/_6** - N/A
- **EGLAHSCE.SCI.3-5.L.RO.SI_12** - All students will describe how materials cycle through an ecosystem and get reused in the environment.
- **EGLAHSCE.SCI.3-5.SI.N/_7** - N/A
- **EGLAHSCE.SCI.3-5.L.RO.SI_13** - All students will analyze how humans and the environment interact.
- **EGLAHSCE.SCI.3-5.L.EC.SI.EB.III.5.e.4a** - Identify items within ecosystems developed and maintained by people..
- **EGLAHSCE.SCI.3-5.L.EC.SI.EB.III.5.e.4a.1** - Farm eggs come from chickens, milk comes from cows, people eat eggs and drink milk.
- **EGLAHSCE.SCI.3-5.L.EC.SI.EB.III.5.e.4a.A** - Visiting a working farm or the farmers' market; guest speakers.
- **EGLAHSCE.SCI.3-5.P_1** - Using Physical Science Knowledge
- **EGLAHSCE.SCI.3-5.P.RO.SI** - All students will measure and describe the things around us.
- **EGLAHSCE.SCI.3-5.P.ME.SI.EB.IV.1.e.1a** - Identify attributes/properties of common objects.
- **EGLAHSCE.SCI.3-5.P.ME.SI.EB.IV.1.e.1a.1** - Texture rough, smooth. Flexibility rigid, stiff, firm, flexible, strong. Hardness. Smell pleasant, unpleasant. States of matter solid, liquid, gas. Size larger, smaller; length, width, height. Sink, float. Color common color words. Shape Circle, square, triangle, rectangle, oval. Weight heavy, light, heavier, lighter.
- **EGLAHSCE.SCI.3-5.P.ME.SI.EB.IV.1.e.1a.A** - Leisure activities (swimming, bowling), clothing choice, personal hygiene, carrying objects, environmental/safety signs.
- **EGLAHSCE.SCI.3-5.P.ME.SI.EB.IV.1.e.2a** - Identify how materials are useful.

- **EGLAHSCE.SCI.3-5.P.ME.SI.EB.IV.1.e.2a.1** - Useful properties unbreakable, waterproof, lightweight.
- **EGLAHSCE.SCI.3-5.P.ME.SI.EB.IV.1.e.2a.A** - Raincoat, rubber boots, flotation device.
- **EGLAHSCE.SCI.3-5.P.RO.SI_1** - All students will explain what the world around us is made of.
- **EGLAHSCE.SCI.3-5.P.ME.SI.EB.IV.1.m.3ADDe** - Identify mixtures or components of mixtures.
- **EGLAHSCE.SCI.3-5.P.ME.SI.EB.IV.1.m.3ADDe.1** - Solid, liquid, mixture.
- **EGLAHSCE.SCI.3-5.P.ME.SI.EB.IV.1.m.3ADDe.A** - Powdered drink, chocolate mix and liquid, mixture (trail mix, salad), gelatin.
- **EGLAHSCE.SCI.3-5.P.RO.SI_2** - All students will identify and describe forms of energy.
- **EGLAHSCE.SCI.3-5.SI.N/_8** - N/A
- **EGLAHSCE.SCI.3-5.P.RO.SI_3** - All students will explain how electricity and magnetism (see Motion of Objects) interact with matter.
- **EGLAHSCE.SCI.3-5.P.ME.SI.EB.IV.1.e.4a** - Identify and/or use electrical circuits.
- **EGLAHSCE.SCI.3-5.P.ME.SI.EB.IV.1.e.4a.1** - Electric, non-electric, battery-operated, non-battery-operated.
- **EGLAHSCE.SCI.3-5.P.ME.SI.EB.IV.1.e.4a.A** - Tape recorder, battery-powered toys and gadgets, recordable switches.
- **EGLAHSCE.SCI.3-5.P.ME.SI.EB.IV.1.e.5a** - Identify possible electrical hazards to be avoided at home and at school.
- **EGLAHSCE.SCI.3-5.P.ME.SI.EB.IV.1.e.5a.1** - Shock, power line, electric outlet, electric appliances, lightning.
- **EGLAHSCE.SCI.3-5.P.ME.SI.EB.IV.1.e.5a.A** - Safety in storms, safety in the house (hair dryer in sink/tub, knife in toaster, finger in outlet).
- **EGLAHSCE.SCI.3-5.P.RO.SI_4** - All students will investigate, describe and analyze ways in which matter changes.
- **EGLAHSCE.SCI.3-5.P.CM.SI.EB.IV.2.e.1a** - Identify changes in states of matter in melting, freezing, boiling, and evaporation.
- **EGLAHSCE.SCI.3-5.P.CM.SI.EB.IV.2.e.1a.1** - Solid, liquid, gas.
- **EGLAHSCE.SCI.3-5.P.CM.SI.EB.IV.2.e.1a.A** - Boiling water, ice cream, ice cubes, snow to water.
- **EGLAHSCE.SCI.3-5.P.RO.SI_5** - All students will explain how visible changes in matter are related to atoms and molecules.
- **EGLAHSCE.SCI.3-5.SI.N/_9** - N/A
- **EGLAHSCE.SCI.3-5.P.RO.SI_6** - All students will explain how changes in matter are related to changes in energy and how living things and human technology change matter and transform energy.
- **EGLAHSCE.SCI.3-5.SI.N/_10** - N/A
- **EGLAHSCE.SCI.3-5.P.RO.SI_7** - All students will describe how things around us move, explain why things move as they do, and demonstrate and explain how we control the motions of objects.
- **EGLAHSCE.SCI.3-5.P.MO.SI.EB.IV.3.e.1a** - Recognize movement of objects, including the body.
- **EGLAHSCE.SCI.3-5.P.MO.SI.EB.IV.3.e.1a.1** - Right/left, up/down, fast/slow, faster/slower, push/pull, highest/lowest.
- **EGLAHSCE.SCI.3-5.P.MO.SI.EB.IV.3.e.1a.A** - Wheelchair, running/walking, leisure activities (rolling and throwing ball, bicycle).
- **EGLAHSCE.SCI.3-5.P.MO.SI.EB.IV.3.e.3a** - Explore activities using magnetic and non-magnetic materials.
- **EGLAHSCE.SCI.3-5.P.MO.SI.EB.IV.3.e.3a.1** - Magnetic push/pull.

- **EGLAHSCE.SCI.3-5.P.MO.SI.EB.IV.3.e.3a.A** - Exploring during play; refrigerator.
- **EGLAHSCE.SCI.3-5.P.MO.SI.EB.IV.3.e.4a** - Identify simple machines used to change effort.
- **EGLAHSCE.SCI.3-5.P.MO.SI.EB.IV.3.e.4a.1** - Lifts, ramps, wheels, wedges (for position).
- **EGLAHSCE.SCI.3-5.P.MO.SI.EB.IV.3.e.4a.A** - Faucets, paper towel machine.
- **EGLAHSCE.SCI.3-5.P.RO.SI_8** - All students will relate motion to energy and energy conversions.
- **EGLAHSCE.SCI.3-5.SI.N/_11** - N/A
- **EGLAHSCE.SCI.3-5.P.RO.SI_9** - All students will describe sounds and sound waves.
- **EGLAHSCE.SCI.3-5.P.WV.SI.EB.IV.4.e.1a** - Identify and create sounds.
- **EGLAHSCE.SCI.3-5.P.WV.SI.EB.IV.4.e.1a.1** - Loud/soft, high/low.
- **EGLAHSCE.SCI.3-5.P.WV.SI.EB.IV.4.e.1a.A** - Leisure activities (music playing instrument, clapping, snapping); objects in environment (safety alarms, telephone); animals; communication.
- **EGLAHSCE.SCI.3-5.P.RO.SI_10** - All students will explain shadows, color, and other light phenomena.
- **EGLAHSCE.SCI.3-5.P.WV.SI.EB.IV.4.e.3a** - Identify light sources.
- **EGLAHSCE.SCI.3-5.P.WV.SI.EB.IV.4.e.3a.1** - Light source, shadows, colors.
- **EGLAHSCE.SCI.3-5.P.WV.SI.EB.IV.4.e.3a.A** - Safety issues; toys, flashlight, light fire, stars, colored paper, mirror.
- **EGLAHSCE.SCI.3-5.P.WV.SI.EB.IV.4.m.4ADDe** - Identify refraction in common activities.
- **EGLAHSCE.SCI.3-5.P.WV.SI.EB.IV.4.m.4ADDe.1** - Reflection.
- **EGLAHSCE.SCI.3-5.P.WV.SI.EB.IV.4.m.4ADDe.A** - Exploring with mirrors; hygiene (dressing, self care, checking appearance).
- **EGLAHSCE.SCI.3-5.P.RO.SI_11** - All students will measure and describe vibrations and waves.
- **EGLAHSCE.SCI.3-5.SI.N/_12** - N/A
- **EGLAHSCE.SCI.3-5.P.RO.SI_12** - All students will explain how waves and vibrations transfer energy.
- **EGLAHSCE.SCI.3-5.SI.N/_13** - N/A
- **EGLAHSCE.SCI.3-5.E_1** - Using Earth Science Knowledge
- **EGLAHSCE.SCI.3-5.E.RO.SI** - All students will describe the earth's surface.
- **EGLAHSCE.SCI.3-5.E.GE.SI.EB.V.1.e.1a** - Identify major features of the earth's surface.
- **EGLAHSCE.SCI.3-5.E.GE.SI.EB.V.1.e.1a.1** - Mountains, rivers, oceans, lakes.
- **EGLAHSCE.SCI.3-5.E.GE.SI.EB.V.1.e.1a.A** - Improving the ability to relate to events and give directional information; leisure activities, such as boating, sledding, snowboarding.
- **EGLAHSCE.SCI.3-5.E.GE.SI.EB.V.1.e.2a** - Identify earth materials.
- **EGLAHSCE.SCI.3-5.E.GE.SI.EB.V.1.e.2a.1** - Rocks, soil, sand, vs. plastic, car, paper.
- **EGLAHSCE.SCI.3-5.E.GE.SI.EB.V.1.e.2a.A** - Planting and soil, gardening; leisure activities, such as a trip to the beach.
- **EGLAHSCE.SCI.3-5.E.RO.SI_1** - All students will describe and explain how the earth's features change over time.
- **EGLAHSCE.SCI.3-5.E.GE.SI.EB.V.1.e.3a** - Identify geological events.
- **EGLAHSCE.SCI.3-5.E.GE.SI.EB.V.1.e.3a.1** - Earthquakes, volcanoes.
- **EGLAHSCE.SCI.3-5.E.GE.SI.EB.V.1.e.3a.A** - Building prior knowledge for participation in conversations.
- **EGLAHSCE.SCI.3-5.E.RO.SI_2** - All students will analyze effects of technology on the earth's surface and resources.

- **EGLAHSCE.SCI.3-5.E.GE.SI.EB.V.1.e.6a** - Identify everyday routines and/or materials related to the conservation of natural resources.
- **EGLAHSCE.SCI.3-5.E.GE.SI.EB.V.1.e.6a.1** - Materials that can be conserved (power, water) or recycled (paper, plastic, metal, glass).
- **EGLAHSCE.SCI.3-5.E.GE.SI.EB.V.1.e.6a.A** - Being involved in conservation and recycling activities at home, in school, and in the community.
- **EGLAHSCE.SCI.3-5.E.RO.SI_3** - All students will describe the characteristics of water and demonstrate where water is found on earth.
- **EGLAHSCE.SCI.3-5.E.HY.SI.EB.V.2.e.1a** - Recognize that water exists in liquid and solid forms.
- **EGLAHSCE.SCI.3-5.E.HY.SI.EB.V.2.e.1a.1** - Liquid and solid.
- **EGLAHSCE.SCI.3-5.E.HY.SI.EB.V.2.e.1a.A** - Daily living and leisure activities.
- **EGLAHSCE.SCI.3-5.E.RO.SI_4** - All students will describe how water moves.
- **EGLAHSCE.SCI.3-5.E.HY.SI.EB.V.2.e.2a** - Recognize that water flows.
- **EGLAHSCE.SCI.3-5.E.HY.SI.EB.V.2.e.2a.1** - Rivers, streams, drains, parking lots.
- **EGLAHSCE.SCI.3-5.E.HY.SI.EB.V.2.e.2a.A** - Building knowledge of the world around them.
- **EGLAHSCE.SCI.3-5.E.RO.SI_5** - All students will analyze the interaction of human activities with the hydrosphere.
- **EGLAHSCE.SCI.3-5.E.HY.SI.EB.V.2.e.3a** - Identify household/personal uses of water.
- **EGLAHSCE.SCI.3-5.E.HY.SI.EB.V.2.e.3a.1** - Household/personal uses drinking, cleaning, food preparation, personal hygiene (bathing, hand washing); hot vs. cold water.
- **EGLAHSCE.SCI.3-5.E.HY.SI.EB.V.2.e.3a.A** - Understanding the relationship of the water in the world around them to their own lives, such as examples of household/personal uses of water, including drinking, food preparation, cleaning, bathing, watering lawn, dishwasher, washing machine, heating systems, toilet.
- **EGLAHSCE.SCI.3-5.E.HY.SI.EB.V.2.m.4ADDe** - Identify sources of safe vs. unsafe drinking water.
- **EGLAHSCE.SCI.3-5.E.HY.SI.EB.V.2.m.4ADDe.1** - Safe drinking fountains, faucets, bottled water, water coolers. Unsafe puddles, pet dishes, unattended liquids, pools.
- **EGLAHSCE.SCI.3-5.E.HY.SI.EB.V.2.m.4ADDe.A** - Making safe choices at home, in school, and in the community.
- **EGLAHSCE.SCI.3-5.E.RO.SI_6** - All students will investigate and describe what makes up weather and how it changes from day to day, from season to season and over long periods of time.
- **EGLAHSCE.SCI.3-5.E.AW.SI.EB.V.3.e.1a** - Identify weather conditions.
- **EGLAHSCE.SCI.3-5.E.AW.SI.EB.V.3.e.1a.1** - Cold, hot, warm, sunny, cloudy, foggy, rain, snow, hail, windy, thunderstorms, lightning, tornadoes.
- **EGLAHSCE.SCI.3-5.E.AW.SI.EB.V.3.e.1a.A** - Implications of weather conditions to daily activities.
- **EGLAHSCE.SCI.3-5.E.RO.SI_7** - All students will explain what causes different kinds of weather.
- **EGLAHSCE.SCI.3-5.SI.N/** - N/A
- **EGLAHSCE.SCI.3-5.E.RO.SI_8** - All students will analyze the relationships between human activities and the atmosphere.
- **EGLAHSCE.SCI.3-5.E.AW.SI.EB.V.3.e.3a** - Identify appropriate safety precautions during severe weather.
- **EGLAHSCE.SCI.3-5.E.AW.SI.EB.V.3.e.3a.1** - Safe locations, safety drills, radio broadcasts.

- **EGLAHSCE.SCI.3-5.E.AW.SI.EB.V.3.e.3a.A** - Safety implications of severe weather, including thunderstorms, tornadoes, and blizzards; understanding that severe weather is dangerous and knowledge of appropriate procedures.
- **EGLAHSCE.SCI.3-5.E.RO.SI_9** - All students will compare and contrast our planet and sun to other planets and star systems.
- **EGLAHSCE.SCI.3-5.E.SS.SI.EB.V.4.e.1a** - Identify the sun, moon, and earth.
- **EGLAHSCE.SCI.3-5.E.SS.SI.EB.V.4.e.1a.1** - Planet, star, moon, space, larger/smaller, closer/farther, heat, light.
- **EGLAHSCE.SCI.3-5.E.SS.SI.EB.V.4.e.1a.A** - Observations of the moon and earth, and safe observations of the sun.
- **EGLAHSCE.SCI.3-5.E.RO.SI_10** - All students will describe and explain how objects in the solar system move.
- **EGLAHSCE.SCI.3-5.E.SS.SI.EB.V.4.e.2a** - Identify differences between day and night.
- **EGLAHSCE.SCI.3-5.E.SS.SI.EB.V.4.e.2a.1** - Day/night, dark/light, warmer/cooler, sun/moon.
- **EGLAHSCE.SCI.3-5.E.SS.SI.EB.V.4.e.2a.A** - Associating daily activities with day and night.
- **EGLAHSCE.SCI.3-5.E.RO.SI_11** - All students will explain scientific theories as to the origin of the solar system.
- **EGLAHSCE.SCI.3-5.SI.N/_14** - N/A
- **EGLAHSCE.SCI.3-5.E.RO.SI_12** - All students will explain how we learn about the universe.
- **EGLAHSCE.SCI.3-5.SI.N/_15** - N/A
- **EGLAHSCE.SCI.6-8.C_2** - Constructing New Scientific Knowledge
- **EGLAHSCE.SCI.6-8.C.ASW_8** - All students will ask questions that help them learn about the world.
- **EGLAHSCE.SCI.6-8.C.CN.SI.EB.I.1.m.1a** - Identify and/or generate questions about the world around them.
- **EGLAHSCE.SCI.6-8.C.CN.SI.EB.I.1.m.1a.1** - Who, what, where, when, why, and how.
- **EGLAHSCE.SCI.6-8.C.CN.SI.EB.I.1.m.1a.A** - Students ask a question about a science topic.
- **EGLAHSCE.SCI.6-8.C.ASW_9** - All students will design and conduct investigations using appropriate methodology and technology.
- **EGLAHSCE.SCI.6-8.C.CN.SI.EB.I.1.m.2a** - Explore scientific investigations through observation.
- **EGLAHSCE.SCI.6-8.C.CN.SI.EB.I.1.m.2a.1** - Observe, predict, collect data.
- **EGLAHSCE.SCI.6-8.C.CN.SI.EB.I.1.m.2a.A** - Observations and predictions regarding daily routines such as personal health and hygiene, and common objects such as magnets.
- **EGLAHSCE.SCI.6-8.C.ASW_10** - All students will design and conduct investigations using appropriate methodology and technology.
- **EGLAHSCE.SCI.6-8.C.CN.SI.EB.I.1.m.3a** - Identify, select, and/or use the appropriate simple devices.
- **EGLAHSCE.SCI.6-8.C.CN.SI.EB.I.1.m.3a.1** - Hand lens, compass, binoculars; pictorial reporting of observations.
- **EGLAHSCE.SCI.6-8.C.CN.SI.EB.I.1.m.3a.A** - Daily living activities, safety.
- **EGLAHSCE.SCI.6-8.C.ASW_11** - All students will learn from books and other sources of information.
- **EGLAHSCE.SCI.6-8.C.CN.SI.EB.I.1.m.5a** - Identify and/or gather information on a designated science topic from more than one source.
- **EGLAHSCE.SCI.6-8.C.CN.SI.EB.I.1.m.5a.1** - Books, periodicals, websites, people.
- **EGLAHSCE.SCI.6-8.C.CN.SI.EB.I.1.m.5a.A** - Using unitedstreaming video clips, student periodicals (Ranger Rick, Scholastic News), libraries, computer.

- **EGLAHSCE.SCI.6-8.C.ASW_12** - All students will communicate findings of investigations, using appropriate technology.
- **EGLAHSCE.SCI.6-8.C.CN.SI.EB.I.1.m.6a** - Read and interpret scientific data/everyday information displayed in flow diagrams and sketches.
- **EGLAHSCE.SCI.6-8.C.CN.SI.EB.I.1.m.6a.1** - Circle graph, bar graph, data table, schedules; increase, decrease, no change.
- **EGLAHSCE.SCI.6-8.C.CN.SI.EB.I.1.m.6a.A** - Class schedule, television guide, newspaper.
- **EGLAHSCE.SCI.6-8.R_1** - Reflecting On Scientific Knowledge
- **EGLAHSCE.SCI.6-8.R.ASW_4** - All students will analyze claims for their scientific merit and explain how scientists decide what constitutes scientific knowledge.
- **EGLAHSCE.SCI.6-8.R.RO.SI.EB.II.1.m.1a** - Distinguish between fact and opinion.
- **EGLAHSCE.SCI.6-8.R.RO.SI.EB.II.1.m.1a.1** - Fact/opinion, observation, collect data.
- **EGLAHSCE.SCI.6-8.R.RO.SI.EB.II.1.m.1a.A** - Preferences and favorites of soda pop amongst classmates.
- **EGLAHSCE.SCI.6-8.R.RO.SI.EB.II.1.m.2a** - Recognize limitations in personal knowledge/abilities.
- **EGLAHSCE.SCI.6-8.R.RO.SI.EB.II.1.m.2a.1** - Fact/opinion, when to ask for help, who to ask for help, where to get information.
- **EGLAHSCE.SCI.6-8.R.RO.SI.EB.II.1.m.2a.A** - Class selection, team sports, games, safety issues, social interactions.
- **EGLAHSCE.SCI.6-8.R.ASW_5** - All students will show how science is related to other ways of knowing.
- **EGLAHSCE.SCI.6-8.R.RO.SI.EB.II.1.m.3a** - Identify the science concepts in common activities.
- **EGLAHSCE.SCI.6-8.R.RO.SI.EB.II.1.m.3a.1** - Hygiene, cooking, seasons, weather, recycling.
- **EGLAHSCE.SCI.6-8.R.RO.SI.EB.II.1.m.3a.A** - Hand washing, using a microwave oven, choosing appropriate clothes for the weather, sorting paper/plastic.
- **EGLAHSCE.SCI.6-8.R.ASW_6** - All students will show how science and technology affect our society.
- **EGLAHSCE.SCI.6-8.R.RO.SI.EB.II.1e.3ADDm** - Identify ways in which technology is used in everyday life.
- **EGLAHSCE.SCI.6-8.R.RO.SI.EB.II.1e.3ADDm.1** - Transportation, communication, household appliances.
- **EGLAHSCE.SCI.6-8.R.RO.SI.EB.II.1e.3ADDm.A** - Computer, Internet, calculator, television, appliances, telephone, automobile.
- **EGLAHSCE.SCI.6-8.R.RO.SI.EB.II.1.m.5a** - Develop an awareness of the natural world.
- **EGLAHSCE.SCI.6-8.R.RO.SI.EB.II.1.m.5a.1** - Nature, observation, environment, personal safety.
- **EGLAHSCE.SCI.6-8.R.RO.SI.EB.II.1.m.5a.A** - Caring for environment, pollution, recycling, habitats; water safety, weather safety.
- **EGLAHSCE.SCI.6-8.R.ASW_7** - All students will show how people of diverse cultures have contributed to and influenced developments in science.
- **EGLAHSCE.SCI.6-8..N/_6** - N/A
- **EGLAHSCE.SCI.6-8.L_1** - Using Life Science Knowledge
- **EGLAHSCE.SCI.6-8.L.ASW_14** - All students will apply an understanding of cells to the functioning of multi-cellular organisms, including how cells grow, develop and reproduce.
- **EGLAHSCE.SCI.6-8.L.CE.SI.EB.III.1.m.1a** - Discriminate between living and non-living things.
- **EGLAHSCE.SCI.6-8.L.CE.SI.EB.III.1.m.1a.1** - Living and non-living things.

- **EGLAHSCE.SCI.6-8.L.CE.SI.EB.III.1.m.1a.A** - Environmental context, such as mailbox vs. tree, playground vs. flower, vehicles.
- **EGLAHSCE.SCI.6-8.L.ASW_15** - All students will use classification systems to describe groups of living things.
- **EGLAHSCE.SCI.6-8.L.OR.SI.EB.III.2.e.1ADDm** - Identify observable characteristics of animals.
- **EGLAHSCE.SCI.6-8.L.OR.SI.EB.III.2.e.1ADDm.1** - Observable characteristics pigs, cows, sheep, chickens (fur, feathers, beaks, claws, wings, teeth, fins).
- **EGLAHSCE.SCI.6-8.L.OR.SI.EB.III.2.e.1ADDm.A** - Bringing in pets; visiting a pet store, working farm, or zoo.
- **EGLAHSCE.SCI.6-8.L.OR.SI.EB.III.2.m.1a** - Identify the characteristics or parts that distinguish selected plants from animals.
- **EGLAHSCE.SCI.6-8.L.OR.SI.EB.III.2.m.1a.1** - Tree roots and leaves, flower stem and petal, cat fur and whiskers, dog legs and tail, fish fin.
- **EGLAHSCE.SCI.6-8.L.OR.SI.EB.III.2.m.1a.A** - Nature walk, school garden, visiting a pet store, family pets.
- **EGLAHSCE.SCI.6-8.L.OR.SI.EB.III.2.m.2a** - Sequence parts of life cycles of flowering plants.
- **EGLAHSCE.SCI.6-8.L.OR.SI.EB.III.2.m.2a.1** - Seed sprout, young plant mature plant.
- **EGLAHSCE.SCI.6-8.L.OR.SI.EB.III.2.m.2a.A** - Growing small plants, gardening, visiting a working farm (for example, life cycle of a tomato plant).
- **EGLAHSCE.SCI.6-8.L.ASW_16** - All students will investigate and explain how living things obtain and use energy.
- **EGLAHSCE.SCI.6-8.L.OR.SI.EB.III.2.e.4ADDm** - Sort several foods into two groups.
- **EGLAHSCE.SCI.6-8.L.OR.SI.EB.III.2.e.4ADDm.1** - Nutritional/non-nutritional. Vegetables, fruits, dairy, meat, grains.
- **EGLAHSCE.SCI.6-8.L.OR.SI.EB.III.2.e.4ADDm.A** - Shopping, cooking, making healthy food choices.
- **EGLAHSCE.SCI.6-8.L.ASW_17** - All students will analyze how parts of living things are adapted to carry out specific functions.
- **EGLAHSCE.SCI.6-8.L.OR.SI.EB.III.2.m.4a** - Associate five senses with the respective body part.
- **EGLAHSCE.SCI.6-8.L.OR.SI.EB.III.2.m.4a.1** - Smell nose, sight eyes, hearing ears, taste tongue, touch hands.
- **EGLAHSCE.SCI.6-8.L.OR.SI.EB.III.2.m.4a.A** - Eating, cooking, listening to music.
- **EGLAHSCE.SCI.6-8.L.ASW_18** - All students will investigate and explain how characteristics of living things are passed on through generations.
- **EGLAHSCE.SCI.6-8.L.HE.SI.EB.III.3.m.1a** - Match parent to offspring.
- **EGLAHSCE.SCI.6-8.L.HE.SI.EB.III.3.m.1a.1** - Match immature offspring to mature adult (humans, dogs, cats).
- **EGLAHSCE.SCI.6-8.L.HE.SI.EB.III.3.m.1a.A** - Family, pets.
- **EGLAHSCE.SCI.6-8.L.ASW_19** - All students will explain why organisms within a species are different from one another.
- **EGLAHSCE.SCI.6-8..N/_15** - N/A
- **EGLAHSCE.SCI.6-8.L.ASW_20** - All students will explain how new traits can be established by changing or manipulating genes.
- **EGLAHSCE.SCI.6-8..N/_16** - N/A
- **EGLAHSCE.SCI.6-8.L.ASW_21** - All students will explain how scientists construct and scientifically test theories concerning the origin of life and evolution of species.

- **EGLAHSCE.SCI.6-8..N/_17** - N/A
- **EGLAHSCE.SCI.6-8.L.ASW_22** - All students will compare ways that living organisms are adapted (suited) to survive and reproduce in their environments and explain how species change through time.
- **EGLAHSCE.SCI.6-8.L.EV.SI.EB.III.4.m.2a** - Identify characteristics that help living organisms avoid extinction.
- **EGLAHSCE.SCI.6-8.L.EV.SI.EB.III.4.m.2a.1** - Survival sharp teeth, wings.
- **EGLAHSCE.SCI.6-8.L.EV.SI.EB.III.4.m.2a.A** - Nature walk; squirrel running up a tree, animals running away from humans.
- **EGLAHSCE.SCI.6-8.L.ASW_23** - All students will explain how parts of an ecosystem are related and how they interact.
- **EGLAHSCE.SCI.6-8..N/_18** - N/A
- **EGLAHSCE.SCI.6-8.L.ASW_24** - All students will explain how energy is distributed to living things in an ecosystem.
- **EGLAHSCE.SCI.6-8.L.EC.SI.EB.III.5.m.2a** - Identify that animals acquire energy through food.
- **EGLAHSCE.SCI.6-8.L.EC.SI.EB.III.5.m.2a.1** - Adults caring for offspring feeding and protection.
- **EGLAHSCE.SCI.6-8.L.EC.SI.EB.III.5.m.2a.A** - Visiting a working farm; mother bird feeding worm to baby bird, nursing kittens.
- **EGLAHSCE.SCI.6-8.L.ASW_25** - All students will investigate and explain how communities of living things change over a period of time.
- **EGLAHSCE.SCI.6-8..N/_19** - N/A
- **EGLAHSCE.SCI.6-8.L.ASW_26** - All students will describe how materials cycle through an ecosystem and get reused in the environment.
- **EGLAHSCE.SCI.6-8..N/_20** - N/A
- **EGLAHSCE.SCI.6-8.L.ASW_27** - All students will analyze how humans and the environment interact.
- **EGLAHSCE.SCI.6-8.L.EC.SI.EB.III.5.m.5a** - Identify items within ecosystems developed and maintained by people.
- **EGLAHSCE.SCI.6-8.L.EC.SI.EB.III.5.m.5a.1** - Farm and crops people grow the corn, corn is fed to the animals.
- **EGLAHSCE.SCI.6-8.L.EC.SI.EB.III.5.m.5a.A** - Visiting a working farm or county fair; FFA (Future Farmers of America), 4-H.
- **EGLAHSCE.SCI.6-8.P_1** - Using Physical Science Knowledge
- **EGLAHSCE.SCI.6-8.P.ASW_13** - All students will measure and describe the things around us.
- **EGLAHSCE.SCI.6-8.P.ME.SI.EB.IV.1.e.1ADDm** - Identify and describe attributes/properties of common objects.
- **EGLAHSCE.SCI.6-8.P.ME.SI.EB.IV.1.e.1ADDm.1** - Texture rough, smooth. Flexibility rigid, stiff, firm, flexible, strong. Hardness. Smell pleasant, unpleasant. States of matter solid, liquid, gas. Size larger, smaller; length, width, height. Sink, float. Color common color words. Shape Circle, square, triangle, rectangle, oval. Weight heavy, light, heavier, lighter.
- **EGLAHSCE.SCI.6-8.P.ME.SI.EB.IV.1.e.1ADDm.A** - Leisure activities (swimming, bowling), clothing choice, personal hygiene, carrying objects, environmental/safety signs.
- **EGLAHSCE.SCI.6-8.P.ME.SI.EB.IV.1.m.2a** - Identify when weight, length, and temperature are appropriate to describe an object.
- **EGLAHSCE.SCI.6-8.P.ME.SI.EB.IV.1.m.2a.1** - Temperature, size (measured to the inch), heavy/light.
- **EGLAHSCE.SCI.6-8.P.ME.SI.EB.IV.1.m.2a.A** - Clothing, food (preparation, storage, serving), health (weight, height), cleansing with appropriate water.

- **EGLAHSCE.SCI.6-8.P.ASW_14** - All students will explain what the world around us is made of.
- **EGLAHSCE.SCI.6-8.P.ME.SI.EB.IV.1.m.3a** - Identify mixtures or components of mixtures.
- **EGLAHSCE.SCI.6-8.P.ME.SI.EB.IV.1.m.3a.1** - Solid, liquid, mixture, dissolve.
- **EGLAHSCE.SCI.6-8.P.ME.SI.EB.IV.1.m.3a.A** - Powdered drink, chocolate mix and liquid, mixture (trail mix, salad), gelatin.
- **EGLAHSCE.SCI.6-8.P.ASW_15** - All students will identify and describe forms of energy.
- **EGLAHSCE.SCI.6-8..N/_28** - N/A
- **EGLAHSCE.SCI.6-8.P.ASW_16** - All students will explain how electricity and magnetism (see Motion of Objects) interact with matter.
- **EGLAHSCE.SCI.6-8.P.ME.SI.EB.IV.1.m.5a** - Identify useful electrical circuits.
- **EGLAHSCE.SCI.6-8.P.ME.SI.EB.IV.1.m.5a.1** - Open and closed circuits, complete, incomplete.
- **EGLAHSCE.SCI.6-8.P.ME.SI.EB.IV.1.m.5a.A** - Recognizing and requesting need to charge/change batteries and electrical devices (cooking, hearing aids, wheelchairs, tape recorders, light bulbs).
- **EGLAHSCE.SCI.6-8.P.ME.SI.EB.IV.1.m.6a** - Identify and/or use instructions and appropriate safety precautions with electrical devices.
- **EGLAHSCE.SCI.6-8.P.ME.SI.EB.IV.1.m.6a.1** - Shock, power line, electric outlet, electric appliances, lightning.
- **EGLAHSCE.SCI.6-8.P.ME.SI.EB.IV.1.m.6a.A** - Safety in storms, safety in the house (hair dryer in sink/tub, knife in toaster, finger in outlet); electric appliances (household); replacing light bulbs/batteries.
- **EGLAHSCE.SCI.6-8.P.ASW_17** - All students will investigate, describe and analyze ways in which matter changes.
- **EGLAHSCE.SCI.6-8.P.CM.SI.EB.IV.2.m.1a** - Identify and/or predict changes in the states of matter in melting, freezing, boiling, and evaporation.
- **EGLAHSCE.SCI.6-8.P.CM.SI.EB.IV.2.m.1a.1** - Solid, liquid, gas, evaporation.
- **EGLAHSCE.SCI.6-8.P.CM.SI.EB.IV.2.m.1a.A** - Ice cream in sun, snow in warmth, salt melting ice.
- **EGLAHSCE.SCI.6-8.P.ASW_18** - All students will explain how visible changes in matter are related to atoms and molecules.
- **EGLAHSCE.SCI.6-8..N/_29** - N/A
- **EGLAHSCE.SCI.6-8.P.ASW_19** - All students will explain how changes in matter are related to changes in energy and how living things and human technology change matter and transform energy.
- **EGLAHSCE.SCI.6-8..N/_30** - N/A
- **EGLAHSCE.SCI.6-8.P.ASW_20** - All students will describe how things around us move, explain why things move as they do, and demonstrate and explain how we control the motions of objects.
- **EGLAHSCE.SCI.6-8.P.MO.SI.EB.IV.3.m.1a** - Recognize direction and/or speed of objects in motion.
- **EGLAHSCE.SCI.6-8.P.MO.SI.EB.IV.3.m.1a.1** - Right/left, up/down, fast/slow, faster/slower, push/pull; navigation.
- **EGLAHSCE.SCI.6-8.P.MO.SI.EB.IV.3.m.1a.A** - Wheelchair, running/walking, leisure activities (rolling and throwing ball, bicycle); indicating preference (right-/left-handed), direction (turn left/right, stop/go).
- **EGLAHSCE.SCI.6-8.P.MO.SI.EB.IV.3.m.3a** - Explore the uses of magnetic objects.
- **EGLAHSCE.SCI.6-8.P.MO.SI.EB.IV.3.m.3a.1** - What magnets attract or repel.
- **EGLAHSCE.SCI.6-8.P.MO.SI.EB.IV.3.m.3a.A** - Refrigerator, screwdriver.
- **EGLAHSCE.SCI.6-8.P.MO.SI.EB.IV.3.m.5a** - Identify simple machines used to change effort.

- **EGLAHSCE.SCI.6-8.P.MO.SI.EB.IV.3.m.5a.1** - Levers, wheels and axles, wedges (for position), gears, pulley.
- **EGLAHSCE.SCI.6-8.P.MO.SI.EB.IV.3.m.5a.A** - Door handle, bicycle, wheelchair, cart, can opener, door gears; repairing.
- **EGLAHSCE.SCI.6-8.P.ASW_21** - All students will relate motion to energy and energy conversions.
- **EGLAHSCE.SCI.6-8..N/_31** - N/A
- **EGLAHSCE.SCI.6-8.P.ASW_22** - All students will describe sounds and sound waves.
- **EGLAHSCE.SCI.6-8.P.WV.SI.EB.IV.4.e.1ADDm** - Compare properties of sound.
- **EGLAHSCE.SCI.6-8.P.WV.SI.EB.IV.4.e.1ADDm.1** - Loud/soft, high/low.
- **EGLAHSCE.SCI.6-8.P.WV.SI.EB.IV.4.e.1ADDm.A** - Leisure activities (music playing instrument, clapping, snapping); objects in environment (safety alarms, telephone); animals; communication.
- **EGLAHSCE.SCI.6-8.P.ASW_23** - All students will explain shadows, color, and other light phenomena.
- **EGLAHSCE.SCI.6-8.P.WV.SI.EB.IV.4.m.3a** - Identify light sources.
- **EGLAHSCE.SCI.6-8.P.WV.SI.EB.IV.4.m.3a.1** - Light source, shadows, colors.
- **EGLAHSCE.SCI.6-8.P.WV.SI.EB.IV.4.m.3a.A** - Safety issues; flashlight, light bulb, fire, sun, stars.
- **EGLAHSCE.SCI.6-8.P.WV.SI.EB.IV.4.m.4a** - Identify shadows and sources of reflection.
- **EGLAHSCE.SCI.6-8.P.WV.SI.EB.IV.4.m.4a.1** - Reflection, shade, shadow, protection from sun.
- **EGLAHSCE.SCI.6-8.P.WV.SI.EB.IV.4.m.4a.A** - Useful and harmful reflections protection from sun and sunburns; shade trees, hat, umbrella, sunglasses, blinds.
- **EGLAHSCE.SCI.6-8.P.ASW_24** - All students will measure and describe vibrations and waves.
- **EGLAHSCE.SCI.6-8..N/_32** - N/A
- **EGLAHSCE.SCI.6-8.P.ASW_25** - All students will explain how waves and vibrations transfer energy.
- **EGLAHSCE.SCI.6-8..N/_33** - N/A
- **EGLAHSCE.SCI.6-8.E_1** - Using Earth Science Knowledge
- **EGLAHSCE.SCI.6-8.E.ASW_13** - All students will describe the earth's surface.
- **EGLAHSCE.SCI.6-8.E.GE.SI.EB.V.1.m.1a** - Identify major features of the earth's surface.
- **EGLAHSCE.SCI.6-8.E.GE.SI.EB.V.1.m.1a.1** - Mountains, rivers, oceans, lakes, plains, deserts, Great Lakes.
- **EGLAHSCE.SCI.6-8.E.GE.SI.EB.V.1.m.1a.A** - Improving the ability to relate to events and give directional information; leisure activities, such as boating, sledding, snowboarding.
- **EGLAHSCE.SCI.6-8.E.GE.SI.EB.V.1.e.2ADDm** - Identify types of earth materials.
- **EGLAHSCE.SCI.6-8.E.GE.SI.EB.V.1.e.2ADDm.1** - Rocks, soil, sand, boulders, gravel.
- **EGLAHSCE.SCI.6-8.E.GE.SI.EB.V.1.e.2ADDm.A** - Observing landscape around school and in the community, planting, yard work, shopping at landscape supply.
- **EGLAHSCE.SCI.6-8.E.ASW_14** - All students will describe and explain how the earth's features change over time.
- **EGLAHSCE.SCI.6-8.E.GE.SI.EB.V.1.m.2a** - Identify geological events.
- **EGLAHSCE.SCI.6-8.E.GE.SI.EB.V.1.m.2a.1** - Earthquakes, volcanoes.
- **EGLAHSCE.SCI.6-8.E.GE.SI.EB.V.1.m.2a.A** - Building prior knowledge for participation in conversations and understanding media coverage.
- **EGLAHSCE.SCI.6-8.E.ASW_15** - All students will analyze effects of technology on the earth's surface and resources.

- **EGLAHSCE.SCI.6-8.E.GE.SI.EB.V.1.e.6ADDm** - Identify and/or demonstrate everyday routines related to the conservation of natural resources.
- **EGLAHSCE.SCI.6-8.E.GE.SI.EB.V.1.e.6ADDm.1** - Materials that can be conserved (power, water) or recycled (paper, plastic, metal, glass).
- **EGLAHSCE.SCI.6-8.E.GE.SI.EB.V.1.e.6ADDm.A** - Being involved in conservation (such as turning off lights, watering grass less) and recycling activities (such as recycling soda pop cans) at home, in school, and in the community; handling recycling materials safely and appropriately.
- **EGLAHSCE.SCI.6-8.E.ASW_16** - All students will describe the characteristics of water and demonstrate where water is found on earth.
- **EGLAHSCE.SCI.6-8.E.HY.SI.EB.V.2.e.1ADDm** - Identify safety precautions with liquid and solid forms of water.
- **EGLAHSCE.SCI.6-8.E.HY.SI.EB.V.2.e.1ADDm.1** - Solid icy roadways and sidewalks, thin ice. Liquid drowning, burns, slippery roadways.
- **EGLAHSCE.SCI.6-8.E.HY.SI.EB.V.2.e.1ADDm.A** - Daily living and leisure activities.
- **EGLAHSCE.SCI.6-8.E.ASW_17** - All students will describe how water moves.
- **EGLAHSCE.SCI.6-8.E.HY.SI.EB.V.2.m.2a** - Identify safety precautions associated with water flowing downhill.
- **EGLAHSCE.SCI.6-8.E.HY.SI.EB.V.2.m.2a.1** - Rivers, streams, drains, parking lots, roadways, flooding.
- **EGLAHSCE.SCI.6-8.E.HY.SI.EB.V.2.m.2a.A** - Making safe personal choices.
- **EGLAHSCE.SCI.6-8.E.ASW_18** - All students will analyze the interaction of human activities with the hydrosphere.
- **EGLAHSCE.SCI.6-8.E.HY.SI.EB.V.2.e.3ADDm** - Identify sources of water and its household/personal uses.
- **EGLAHSCE.SCI.6-8.E.HY.SI.EB.V.2.e.3ADDm.1** - Water sources wells, water towers, reservoirs, Great Lakes, rivers, groundwater. Household/personal uses drinking, cleaning, food preparation, personal hygiene (bathing, hand washing); hot vs. cold water.
- **EGLAHSCE.SCI.6-8.E.HY.SI.EB.V.2.e.3ADDm.A** - Understanding the relationship of the water in the world around them to their own lives, such as in examples of local sources of drinking water, including wells, rivers, lakes; examples of household/personal uses of water, including drinking, food preparation, cleaning, bathing, watering lawn, dishwasher, washing machine, heating systems, toilet.
- **EGLAHSCE.SCI.6-8.E.HY.SI.EB.V.2.m.4a** - Identify sources of safe vs. unsafe drinking water.
- **EGLAHSCE.SCI.6-8.E.HY.SI.EB.V.2.m.4a.1** - Safe drinking fountains, faucets, bottled water, water coolers. Unsafe puddles, pet dishes, unattended liquids, pools.
- **EGLAHSCE.SCI.6-8.E.HY.SI.EB.V.2.m.4a.A** - Making safe choices at home, in school, and in the community.
- **EGLAHSCE.SCI.6-8.E.ASW_19** - All students will investigate and describe what makes up weather and how it changes from day to day, from season to season and over long periods of time.
- **EGLAHSCE.SCI.6-8.E.AW.SI.EB.V.3.m.1a** - Identify and/or chart temperature, precipitation, and cloud cover, and relate to daily activities.
- **EGLAHSCE.SCI.6-8.E.AW.SI.EB.V.3.m.1a.1** - Cold, hot, warm, cloudy, foggy, rain, snow, windy; tables, graphs.
- **EGLAHSCE.SCI.6-8.E.AW.SI.EB.V.3.m.1a.A** - Implications of weather conditions on daily living activities.
- **EGLAHSCE.SCI.6-8.E.AW.SI.EB.V.3.e.2ADDm** - Identify seasonal changes in Michigan's weather.
- **EGLAHSCE.SCI.6-8.E.AW.SI.EB.V.3.e.2ADDm.1** - Seasons and types of weather: fall getting cooler, winter snowy and cold, spring getting warmer, summer hot; differences in hours of sunlight.

- **EGLAHSCE.SCI.6-8.E.AW.SI.EB.V.3.e.2ADDm.A** - Implications of seasonal weather conditions on daily living activities.
- **EGLAHSCE.SCI.6-8.E.ASW_20** - All students will explain what causes different kinds of weather.
- **EGLAHSCE.SCI.6-8.E.AW.SI.EB.V.3.m.3a** - Identify and/or use weather information about water from a variety of sources, such as weather reports from television, radio, and newspapers, and relate them to daily activities.
- **EGLAHSCE.SCI.6-8.E.AW.SI.EB.V.3.m.3a.1** - Rain, fog, snow.
- **EGLAHSCE.SCI.6-8.E.AW.SI.EB.V.3.m.3a.A** - Implications of weather conditions on daily living activities.
- **EGLAHSCE.SCI.6-8.E.ASW_21** - All students will analyze the relationships between human activities and the atmosphere.
- **EGLAHSCE.SCI.6-8.E.AW.SI.EB.V.3.e.3ADDm** - Identify appropriate safety precautions during severe weather.
- **EGLAHSCE.SCI.6-8.E.AW.SI.EB.V.3.e.3ADDm.1** - Safe locations, safety drills, sirens, radio broadcasts, severe weather watch and warning.
- **EGLAHSCE.SCI.6-8.E.AW.SI.EB.V.3.e.3ADDm.A** - Safety implications of severe weather, including thunderstorms, tornadoes, and blizzards; understanding that severe weather is dangerous and knowledge of appropriate procedures; examples of local community safety precautions, including weather bulletins and tornado sirens.
- **EGLAHSCE.SCI.6-8.E.ASW_22** - All students will compare and contrast our planet and sun to other planets and star systems.
- **EGLAHSCE.SCI.6-8.E.SS.SI.EB.V.4.m.1a** - Identify conditions on the earth that are necessary to support life.
- **EGLAHSCE.SCI.6-8.E.SS.SI.EB.V.4.m.1a.1** - Air to breathe, water, certain temperatures.
- **EGLAHSCE.SCI.6-8.E.SS.SI.EB.V.4.m.1a.A** - Conditions on earth.
- **EGLAHSCE.SCI.6-8.E.ASW_23** - All students will describe and explain how objects in the solar system move.
- **EGLAHSCE.SCI.6-8.E.SS.SI.EB.V.4.m.2a** - Identify differences between day and night in terms of the relative orientation of the earth and the sun.
- **EGLAHSCE.SCI.6-8.E.SS.SI.EB.V.4.m.2a.1** - Day/night, dark/light, warmer/cooler, sun/moon.
- **EGLAHSCE.SCI.6-8.E.SS.SI.EB.V.4.m.2a.A** - Length of day and night.
- **EGLAHSCE.SCI.6-8.E.ASW_24** - All students will explain scientific theories as to the origin of the solar system.
- **EGLAHSCE.SCI.6-8..N/_44** - N/A
- **EGLAHSCE.SCI.6-8.E.ASW_25** - All students will explain how we learn about the universe.
- **EGLAHSCE.SCI.6-8..N/_45** - N/A
- **EGLAHSCE.SCI.9-12.C** - Constructing New Scientific Knowledge
- **EGLAHSCE.SCI.9-12.C.ASW** - All students will ask questions that help them learn about the world.
- **EGLAHSCE.SCI.9-12.C.CN.SI.EB.I.1.h.1a** - Identify and/or generate questions about the world based on observation.
- **EGLAHSCE.SCI.9-12.C.CN.SI.EB.I.1.h.1a.1** - Who, what where, when, why, and how.
- **EGLAHSCE.SCI.9-12.C.CN.SI.EB.I.1.h.1a.A** - Any in the sections on Using Scientific Knowledge. For example, if going on a vacation and given information about the weather, select proper attire.
- **EGLAHSCE.SCI.9-12.C.ASW_1** - All students will design and conduct investigations using appropriate methodology and technology.
- **EGLAHSCE.SCI.9-12.C.CN.SI.EB.I.1.h.2a** - Explore scientific investigations.
- **EGLAHSCE.SCI.9-12.C.CN.SI.EB.I.1.h.2a.1** - Observe, predict, collect data, question, hypothesis.

- **EGLAHSCE.SCI.9-12.C.CN.SI.EB.I.1.h.2a.A** - Making predictions and asking questions regarding daily routines such as exercise and common occurrences such as objects rolling down inclined planes.
- **EGLAHSCE.SCI.9-12.C.CN.SI.EB.I.1.m.3ADDh** - Identify, select, and/or use the appropriate simple devices.
- **EGLAHSCE.SCI.9-12.C.CN.SI.EB.I.1.m.3ADDh.1** - Hand lens, compass, binoculars; verbal reporting of observations.
- **EGLAHSCE.SCI.9-12.C.CN.SI.EB.I.1.m.3ADDh.A** - Daily living activities, safety.
- **EGLAHSCE.SCI.9-12.C.ASW_2** - All students will learn from books and other sources of information.
- **EGLAHSCE.SCI.9-12.C.CN.SI.EB.I.1.h.4a** - Identify and/or use books and other resources to answer a question related to a science topic.
- **EGLAHSCE.SCI.9-12.C.CN.SI.EB.I.1.h.4a.1** - Books, periodicals, libraries, websites, people.
- **EGLAHSCE.SCI.9-12.C.CN.SI.EB.I.1.h.4a.A** - Using libraries, technical reference books, Internet, computers, phone book; identifying local resources (for example, where to go for help with a toothache).
- **EGLAHSCE.SCI.9-12.C.ASW_3** - All students will communicate findings of investigations, using appropriate technology.
- **EGLAHSCE.SCI.9-12.C.CN.SI.EB.I.1.m.6ADDh** - Explain charts and graphs used to summarize data.
- **EGLAHSCE.SCI.9-12.C.CN.SI.EB.I.1.m.6ADDh.1** - Line graph, bar graph, data table, schedules (television, airline), menus; increase, decrease, no change.
- **EGLAHSCE.SCI.9-12.C.CN.SI.EB.I.1.m.6ADDh.A** - Developing work schedule, chore list, daily plan, itinerary.
- **EGLAHSCE.SCI.9-12.R_1** - Reflecting On Scientific Knowledge
- **EGLAHSCE.SCI.9-12.R.ASW_4** - All students will analyze claims for their scientific merit and explain how scientists decide what constitutes scientific knowledge.
- **EGLAHSCE.SCI.9-12.R.RO.SI.EB.II.1.h.1a** - Identify data or observations that support an explanation.
- **EGLAHSCE.SCI.9-12.R.RO.SI.EB.II.1.h.1a.1** - Fact/opinion, observation, collect data, draw conclusions.
- **EGLAHSCE.SCI.9-12.R.RO.SI.EB.II.1.h.1a.A** - General scams (such as Internet, phone), rules vs. desires, safety stranger danger.
- **EGLAHSCE.SCI.9-12.R.RO.SI.EB.II.1.m.2ADDh** - Recognize limitations in personal knowledge/abilities.
- **EGLAHSCE.SCI.9-12.R.RO.SI.EB.II.1.m.2ADDh.1** - Fact/opinion, when to ask for help, who to ask for help, where to get information.
- **EGLAHSCE.SCI.9-12.R.RO.SI.EB.II.1.m.2ADDh.A** - Class selection, team sports, games, nutrition choices, career choices, safety issues, social interaction, news.
- **EGLAHSCE.SCI.9-12.R.ASW_5** - All students will show how science is related to other ways of knowing.
- **EGLAHSCE.SCI.9-12.R.RO.SI.EB.II.1.h.3a** - Identify the science concepts in common activities.
- **EGLAHSCE.SCI.9-12.R.RO.SI.EB.II.1.h.3a.1** - Hygiene, cooking, seasons, weather, transportation.
- **EGLAHSCE.SCI.9-12.R.RO.SI.EB.II.1.h.3a.A** - Hand washing, using a microwave oven, choosing appropriate clothes for the weather.
- **EGLAHSCE.SCI.9-12.R.ASW_6** - All students will show how science and technology affect our society.
- **EGLAHSCE.SCI.9-12.R.RO.SI.EB.II.1.m.4ADDh** - Identify the advantages and risks of everyday technology.

- **EGLAHSCE.SCI.9-12.R.RO.SI.EB.II.1.m.4ADDh.1** - Transportation, communication, household appliances; risks, benefits, safety.
- **EGLAHSCE.SCI.9-12.R.RO.SI.EB.II.1.m.4ADDh.A** - Computer, Internet, calculator, television, appliances, telephone, automobile.
- **EGLAHSCE.SCI.9-12.R.RO.SI.EB.II.1.h.6a** - Develop an awareness of the natural world.
- **EGLAHSCE.SCI.9-12.R.RO.SI.EB.II.1.h.6a.1** - Preserving nature, community service, concept of conservation, personal safety.
- **EGLAHSCE.SCI.9-12.R.RO.SI.EB.II.1.h.6a.A** - Caring for environment, pollution, recycling, habitats; water safety, weather safety, yard maintenance.
- **EGLAHSCE.SCI.9-12.R.ASW_7** - All students will show how people of diverse cultures have contributed to and influenced developments in science.
- **EGLAHSCE.SCI.9-12..N/_3** - N/A
- **EGLAHSCE.SCI.9-12.L_1** - Using Life Science Knowledge
- **EGLAHSCE.SCI.9-12.L.ASW_14** - All students will apply an understanding of cells to the functioning of multi-cellular organisms, including how cells grow, develop and reproduce.
- **EGLAHSCE.SCI.9-12.L.CE.SI.EB.III.1.h.1a** - Identify characteristics of all living things.
- **EGLAHSCE.SCI.9-12.L.CE.SI.EB.III.1.h.1a.1** - Needs of living things grow, need food, need water.
- **EGLAHSCE.SCI.9-12.L.CE.SI.EB.III.1.h.1a.A** - Grow, need food, need water, such as in personal care, pet care, lawn care.
- **EGLAHSCE.SCI.9-12.L.ASW_15** - All students will use classification systems to describe groups of living things.
- **EGLAHSCE.SCI.9-12.L.OR.SI.EB.III.2.e.1ADDh** - Identify observable characteristics of animals.
- **EGLAHSCE.SCI.9-12.L.OR.SI.EB.III.2.e.1ADDh.1** - Observable characteristics farm, pets, wild birds, fish, insects.
- **EGLAHSCE.SCI.9-12.L.OR.SI.EB.III.2.e.1ADDh.A** - Visiting a pet store, working farm, zoo, or butterfly house.
- **EGLAHSCE.SCI.9-12.L.OR.SI.EB.III.2.h.1a** - Identify the differences between characteristics or parts of plants and animals.
- **EGLAHSCE.SCI.9-12.L.OR.SI.EB.III.2.h.1a.1** - Structures animals have legs, plants have roots; animals have skin or exoskeletons, plants have leaves or bark; plants also have stems, seeds, and flowers, animals do not; animals have senses of smell and sight, plants do not. Activities animals move, plants do not.
- **EGLAHSCE.SCI.9-12.L.OR.SI.EB.III.2.h.1a.A** - Visiting a working farm or horticultural center.
- **EGLAHSCE.SCI.9-12.L.OR.SI.EB.III.2.e.3ADDh** - Sequence parts of life cycles of insects.
- **EGLAHSCE.SCI.9-12.L.OR.SI.EB.III.2.e.3ADDh.1** - Egg larva pupa adult.
- **EGLAHSCE.SCI.9-12.L.OR.SI.EB.III.2.e.3ADDh.A** - Mosquitoes, ticks.
- **EGLAHSCE.SCI.9-12.L.ASW_16** - All students will investigate and explain how living things obtain and use energy.
- **EGLAHSCE.SCI.9-12.L.OR.SI.EB.III.2.e.4ADDh** - Sort food into six food groups.
- **EGLAHSCE.SCI.9-12.L.OR.SI.EB.III.2.e.4ADDh.1** - Meat, fruit, vegetables, grains, dairy, other (fats, sugar, candy).
- **EGLAHSCE.SCI.9-12.L.OR.SI.EB.III.2.e.4ADDh.A** - Using basic food pyramid, balanced meals, shopping, cooking, making healthy food choices.

- **EGLAHSCE.SCI.9-12.L.ASW_17** - All students will analyze how parts of living things are adapted to carry out specific functions.
- **EGLAHSCE.SCI.9-12.L.OR.SI.EB.III.2.h.4a** - Identify the effects of illness on the body and/or avoiding illness.
- **EGLAHSCE.SCI.9-12.L.OR.SI.EB.III.2.h.4a.1** - Sore throat, earache, runny nose, fever (feel hot), headache, stomachache.
- **EGLAHSCE.SCI.9-12.L.OR.SI.EB.III.2.h.4a.A** - Staying home sick, asking for help, going to the doctor.
- **EGLAHSCE.SCI.9-12.L.ASW_18** - All students will investigate and explain how characteristics of living things are passed on through generations.
- **EGLAHSCE.SCI.9-12.L.HE.SI.EB.III.3.h.1a** - Match parent to offspring.
- **EGLAHSCE.SCI.9-12.L.HE.SI.EB.III.3.h.1a.1** - Match immature offspring to mature adult (humans, dogs, cats).
- **EGLAHSCE.SCI.9-12.L.HE.SI.EB.III.3.h.1a.A** - Family, pets. Traits, fur, scales, feet.
- **EGLAHSCE.SCI.9-12.L.ASW_19** - All students will explain why organisms within a species are different from one another.
- **EGLAHSCE.SCI.9-12..N/_13** - N/A
- **EGLAHSCE.SCI.9-12.L.ASW_20** - All students will explain how new traits can be established by changing or manipulating genes.
- **EGLAHSCE.SCI.9-12..N/_14** - N/A
- **EGLAHSCE.SCI.9-12.L.ASW_21** - All students will explain how scientists construct and scientifically test theories concerning the origin of life and evolution of species.
- **EGLAHSCE.SCI.9-12..N/_15** - N/A
- **EGLAHSCE.SCI.9-12.L.ASW_22** - All students will compare ways that living organisms are adapted (suited) to survive and reproduce in their environments and explain how species change through time.
- **EGLAHSCE.SCI.9-12.L.EV.SI.EB.III.4.m.2ADDh** - Identify characteristics that help living organisms avoid extinction.
- **EGLAHSCE.SCI.9-12.L.EV.SI.EB.III.4.m.2ADDh.1** - Migration, camouflage.
- **EGLAHSCE.SCI.9-12.L.EV.SI.EB.III.4.m.2ADDh.A** - Walking in the park; white polar bear, zebra, giraffe; seasons (migration, animals changing color).
- **EGLAHSCE.SCI.9-12.L.ASW_23** - All students will explain how parts of an ecosystem are related and how they interact.
- **EGLAHSCE.SCI.9-12..N/_16** - N/A
- **EGLAHSCE.SCI.9-12.L.ASW_24** - All students will explain how energy is distributed to living things in an ecosystem.
- **EGLAHSCE.SCI.9-12.L.EC.SI.EB.III.5.e.2ADDh** - Identify/categorize plants and animals found within natural ecosystems.
- **EGLAHSCE.SCI.9-12.L.EC.SI.EB.III.5.e.2ADDh.1** - Different habitats bodies of water, woods, field.
- **EGLAHSCE.SCI.9-12.L.EC.SI.EB.III.5.e.2ADDh.A** - Terrarium, what plants or animals are found in the woods, what plants or animals are found in the water.
- **EGLAHSCE.SCI.9-12.L.ASW_25** - All students will investigate and explain how communities of living things change over a period of time.
- **EGLAHSCE.SCI.9-12..N/_17** - N/A
- **EGLAHSCE.SCI.9-12.L.ASW_26** - All students will describe how materials cycle through an ecosystem and get reused in the environment.

- **EGLAHSCE.SCI.9-12..N/_18** - N/A
- **EGLAHSCE.SCI.9-12.L.ASW_27** - All students will analyze how humans and the environment interact.
- **EGLAHSCE.SCI.9-12.L.EC.SI.EB.III.5.h.6a** - Identify/categorize items within ecosystems developed and maintained by people.
- **EGLAHSCE.SCI.9-12.L.EC.SI.EB.III.5.h.6a.1** - Farms, crops, and usable products animals produce the milk/meat/eggs, which are consumed by the people. Other usable products wool, fur, leather.
- **EGLAHSCE.SCI.9-12.L.EC.SI.EB.III.5.h.6a.A** - Grocery store, butcher, clothing store, tannery.
- **EGLAHSCE.SCI.9-12.P_1** - Using Physical Science Knowledge
- **EGLAHSCE.SCI.9-12.P.ASW_13** - All students will measure and describe the things around us.
- **EGLAHSCE.SCI.9-12.P.ME.SI.EB.IV.1.e.1ADDh** - Identify and describe attributes/properties of common objects.
- **EGLAHSCE.SCI.9-12.P.ME.SI.EB.IV.1.e.1ADDh.1** - Texture rough, smooth. Flexibility rigid, stiff, firm, flexible, strong. Hardness. Smell pleasant, unpleasant. States of matter solid, liquid, gas. Size larger, smaller; length, width, height. Sink, float. Color common color words. Shape Circle, square, triangle, rectangle, oval. Weight heavy, light, heavier, lighter.
- **EGLAHSCE.SCI.9-12.P.ME.SI.EB.IV.1.e.1ADDh.A** - Leisure activities (swimming, bowling), clothing choice, personal hygiene, carrying objects, environmental/safety signs.
- **EGLAHSCE.SCI.9-12.P.ME.SI.EB.IV.1.m.2ADDh** - Identify when weight, length, and temperature are appropriate to describe an object.
- **EGLAHSCE.SCI.9-12.P.ME.SI.EB.IV.1.m.2ADDh.1** - Temperature, size (measured to the inch), heavy/light.
- **EGLAHSCE.SCI.9-12.P.ME.SI.EB.IV.1.m.2ADDh.A** - Clothing, food (preparation, storage, serving), health (weight, height), cleansing with appropriate water.
- **EGLAHSCE.SCI.9-12.P.ASW_14** - All students will explain what the world around us is made of.
- **EGLAHSCE.SCI.9-12.P.ME.SI.EB.IV.1.m.3ADDh** - Identify materials (solids and liquids) that when mixed together form a new product (mixture/solution).
- **EGLAHSCE.SCI.9-12.P.ME.SI.EB.IV.1.m.3ADDh.1** - Solid, liquid, mixture, dissolve, solution.
- **EGLAHSCE.SCI.9-12.P.ME.SI.EB.IV.1.m.3ADDh.A** - Powdered drink, chocolate mix and liquid, mixture (trail mix, salad), gelatin, cleansing solutions, fertilizers.
- **EGLAHSCE.SCI.9-12.P.ASW_15** - All students will identify and describe forms of energy.
- **EGLAHSCE.SCI.9-12..N/_27** - N/A
- **EGLAHSCE.SCI.9-12.P.ASW_16** - All students will explain how electricity and magnetism (see Motion of Objects) interact with matter.
- **EGLAHSCE.SCI.9-12.P.ME.SI.EB.IV.1.m.5ADDh** - Identify useful electrical circuits.
- **EGLAHSCE.SCI.9-12.P.ME.SI.EB.IV.1.m.5ADDh.1** - Open and closed circuits, complete, incomplete, switch/power supply.
- **EGLAHSCE.SCI.9-12.P.ME.SI.EB.IV.1.m.5ADDh.A** - Recognizing and requesting need to charge/change batteries and electrical devices (cooking, hearing aids, wheelchairs, tape recorders, light bulbs); labeling and proper use of items associated with electricity (outlet, cords, switches).
- **EGLAHSCE.SCI.9-12.P.ME.SI.EB.IV.1.m.6ADDh** - Identify and/or use instructions and appropriate safety precautions with devices that use electric motors.

- **EGLAHSCE.SCI.9-12.P.ME.SI.EB.IV.1.m.6ADDh.1** - Shock, power line, electric outlet, electric appliances, lightning.
- **EGLAHSCE.SCI.9-12.P.ME.SI.EB.IV.1.m.6ADDh.A** - Safety in storms, safety in the house (hair dryer in sink/tub, knife in toaster, finger in outlet); electric appliances (household); replacing light bulbs/batteries.
- **EGLAHSCE.SCI.9-12.P.ASW_17** - All students will investigate, describe and analyze ways in which matter changes.
- **EGLAHSCE.SCI.9-12.P.CM.SI.EB.IV.2.m.1ADDh** - Identify and/or predict changes in the states of matter in melting, freezing, boiling, and evaporation.
- **EGLAHSCE.SCI.9-12.P.CM.SI.EB.IV.2.m.1ADDh.1** - Solid, liquid, gas, evaporation.
- **EGLAHSCE.SCI.9-12.P.CM.SI.EB.IV.2.m.1ADDh.A** - Ice cream in sun, snow in warmth, salt melting ice.
- **EGLAHSCE.SCI.9-12.P.ASW_18** - All students will explain how visible changes in matter are related to atoms and molecules.
- **EGLAHSCE.SCI.9-12..N/_28** - N/A
- **EGLAHSCE.SCI.9-12.P.ASW_19** - All students will explain how changes in matter are related to changes in energy and how living things and human technology change matter and transform energy.
- **EGLAHSCE.SCI.9-12..N/_29** - N/A
- **EGLAHSCE.SCI.9-12.P.ASW_20** - All students will describe how things around us move, explain why things move as they do, and demonstrate and explain how we control the motions of objects.
- **EGLAHSCE.SCI.9-12.P.MO.SI.EB.IV.3.m.1ADDh** - Recognize direction and/or speed of objects in motion.
- **EGLAHSCE.SCI.9-12.P.MO.SI.EB.IV.3.m.1ADDh.1** - Right/left, up/down, fast/slow, faster/slower, push/pull; navigation.
- **EGLAHSCE.SCI.9-12.P.MO.SI.EB.IV.3.m.1ADDh.A** - Wheelchair, running/walking, leisure activities (rolling and throwing ball, bicycle); indicating preference (right-/left-handed), direction (turn left/right, stop/go).
- **EGLAHSCE.SCI.9-12.P.MO.SI.EB.IV.3.m.2ADDh** - Identify the forces that speed up and slow down motion.
- **EGLAHSCE.SCI.9-12.P.MO.SI.EB.IV.3.m.2ADDh.1** - Fast/slow, faster/slower; push/pull; change in speed, gravity, friction; navigation.
- **EGLAHSCE.SCI.9-12.P.MO.SI.EB.IV.3.m.2ADDh.A** - Wheelchair, running/walking, leisure activities (rolling and throwing ball, bicycle); (stop/go); accelerating and decelerating.
- **EGLAHSCE.SCI.9-12.P.MO.SI.EB.IV.3.m.3ADDh** - Identify and use practical magnetic objects and tools.
- **EGLAHSCE.SCI.9-12.P.MO.SI.EB.IV.3.m.3ADDh.1** - Positive/negative.
- **EGLAHSCE.SCI.9-12.P.MO.SI.EB.IV.3.m.3ADDh.A** - Screwdriver, compass, roller coaster, magnet storage (not by credit cards, disks, computers), medical safety.
- **EGLAHSCE.SCI.9-12.P.MO.SI.EB.IV.3.m.5ADDh** - Identify simple machines used to change effort.
- **EGLAHSCE.SCI.9-12.P.MO.SI.EB.IV.3.m.5ADDh.1** - Levers, wheels and axles, wedges (for position), gears, pulley.
- **EGLAHSCE.SCI.9-12.P.MO.SI.EB.IV.3.m.5ADDh.A** - Door handle, bicycle, wheelchair, cart, can opener, door gears; repairing.
- **EGLAHSCE.SCI.9-12.P.ASW_21** - All students will relate motion to energy and energy conversions.
- **EGLAHSCE.SCI.9-12..N/_30** - N/A
- **EGLAHSCE.SCI.9-12.P.ASW_22** - All students will describe sounds and sound waves.
- **EGLAHSCE.SCI.9-12.P.WV.SI.EB.IV.4.e.1ADDh** - Identify vibration as the source of sound.

- **EGLAHSCE.SCI.9-12.P.WV.SI.EB.IV.4.e.1ADDh.1** - Loud/soft, high/low, vibration.
- **EGLAHSCE.SCI.9-12.P.WV.SI.EB.IV.4.e.1ADDh.A** - Leisure activities (music playing instrument, guitar, drumming, clapping, snapping); objects in environment (safety alarms, telephone); animals; communication (vocal cords).
- **EGLAHSCE.SCI.9-12.P.ASW_23** - All students will explain shadows, color, and other light phenomena.
- **EGLAHSCE.SCI.9-12.P.WV.SI.EB.IV.4.m.4ADDh** - Use light and blockages to create shadows.
- **EGLAHSCE.SCI.9-12.P.WV.SI.EB.IV.4.m.4ADDh.1** - Reflection, shade, shadow, protection from sun.
- **EGLAHSCE.SCI.9-12.P.WV.SI.EB.IV.4.m.4ADDh.A** - Useful and harmful reflections protection from sun and sunburns; shade trees, hat, umbrella, sunglasses, blinds.
- **EGLAHSCE.SCI.9-12.P.ASW_24** - All students will measure and describe vibrations and waves.
- **EGLAHSCE.SCI.9-12..N/_31** - N/A
- **EGLAHSCE.SCI.9-12.P.ASW_25** - All students will explain how waves and vibrations transfer energy.
- **EGLAHSCE.SCI.9-12..N/_32** - N/A
- **EGLAHSCE.SCI.9-12.E_1** - Using Earth Science Knowledge
- **EGLAHSCE.SCI.9-12.E.ASW_13** - All students will describe the earth's surface.
- **EGLAHSCE.SCI.9-12.E.GE.SI.EB.V.1.m.1ADDh** - Identify and/or describe major features of the earth's surface.
- **EGLAHSCE.SCI.9-12.E.GE.SI.EB.V.1.m.1ADDh.1** - Mountains, rivers, oceans, lakes, plains, deserts, Great Lakes.
- **EGLAHSCE.SCI.9-12.E.GE.SI.EB.V.1.m.1ADDh.A** - Improving the ability to relate to events and give directional information; leisure activities, such as boating, sledding, snowboarding.
- **EGLAHSCE.SCI.9-12.E.GE.SI.EB.V.1.e.2ADDh** - Identify and/or describe types of earth materials.
- **EGLAHSCE.SCI.9-12.E.GE.SI.EB.V.1.e.2ADDh.1** - Rocks, soil, sand, boulders, gravel.
- **EGLAHSCE.SCI.9-12.E.GE.SI.EB.V.1.e.2ADDh.A** - Observing landscape around school and in the community, planting, yard work, shopping at landscape supply, job with landscaping company.
- **EGLAHSCE.SCI.9-12.E.ASW_14** - All students will describe and explain how the earth's features change over time.
- **EGLAHSCE.SCI.9-12.E.GE.SI.EB.IV.1.h.1a** - Identify surface features caused by geological events.
- **EGLAHSCE.SCI.9-12.E.GE.SI.EB.IV.1.h.1a.1** - Earthquakes, volcanoes, lakes.
- **EGLAHSCE.SCI.9-12.E.GE.SI.EB.IV.1.h.1a.A** - Building prior knowledge for participation in conversations and understanding media coverage.
- **EGLAHSCE.SCI.9-12.E.ASW_15** - All students will analyze effects of technology on the earth's surface and resources.
- **EGLAHSCE.SCI.9-12.E.GE.SI.EB.V.1.e.6ADDh** - Identify and/or demonstrate everyday routines related to the conservation of natural resources.
- **EGLAHSCE.SCI.9-12.E.GE.SI.EB.V.1.e.6ADDh.1** - Materials that can be conserved (power, water, fuel) or recycled (paper, plastic metal, glass).
- **EGLAHSCE.SCI.9-12.E.GE.SI.EB.V.1.e.6ADDh.A** - Being involved in conservation (such as turning off lights, watering grass less, carpooling) and recycling (such as recycling soda pop cans and composting) activities at home, in school, and in the community; handling recycling materials appropriately and safely.
- **EGLAHSCE.SCI.9-12.E.ASW_16** - All students will describe the characteristics of water and demonstrate where water is found on earth.
- **EGLAHSCE.SCI.9-12.E.HY.SI.EB.V.2.e.1ADDh** - Identify safety precautions with liquid and solid forms of water.

- **EGLAHSCE.SCI.9-12.E.HY.SI.EB.V.2.e.1ADDh.1** - Solid icy roadways and sidewalks, thin ice. Liquid drowning, burns, slippery roadways.
- **EGLAHSCE.SCI.9-12.E.HY.SI.EB.V.2.e.1ADDh.A** - Daily living and leisure activities.
- **EGLAHSCE.SCI.9-12.E.ASW_17** - All students will describe how water moves.
- **EGLAHSCE.SCI.9-12.E.HY.SI.EB.V.2.m.2ADDh** - Identify safety precautions associated with water flowing downhill.
- **EGLAHSCE.SCI.9-12.E.HY.SI.EB.V.2.m.2ADDh.1** - Rivers, streams, drains, parking lots, roadways, flooding.
- **EGLAHSCE.SCI.9-12.E.HY.SI.EB.V.2.m.2ADDh.A** - Making safe personal choices.
- **EGLAHSCE.SCI.9-12.E.ASW_18** - All students will analyze the interaction of human activities with the hydrosphere.
- **EGLAHSCE.SCI.9-12.E.HY.SI.EB.V.2.h.2a** - Identify and/or describe sources of safe vs. unsafe drinking water.
- **EGLAHSCE.SCI.9-12.E.HY.SI.EB.V.2.h.2a.A** - Safe drinking fountains, faucets, bottled water, water coolers. Unsafe puddles, pet dishes, unattended liquids, pools.
- **EGLAHSCE.SCI.9-12.E.HY.SI.EB.V.2.h.2a.B** - Making safe choices at home, in school, and in the community.
- **EGLAHSCE.SCI.9-12.E.ASW_19** - All students will investigate and describe what makes up weather and how it changes from day to day, from season to season and over long periods of time.
- **EGLAHSCE.SCI.9-12.E.AW.SI.EB.V.3.m.1ADDh** - Identify and/or chart temperature, precipitation, and cloud cover, and relate to daily activities.
- **EGLAHSCE.SCI.9-12.E.AW.SI.EB.V.3.m.1ADDh.1** - Cold, hot, warm, cloudy, foggy, rain, snow, windy; tables, graphs.
- **EGLAHSCE.SCI.9-12.E.AW.SI.EB.V.3.m.1ADDh.A** - Implications of weather conditions on daily living activities.
- **EGLAHSCE.SCI.9-12.E.AW.SI.EB.V.3.e.2ADDh** - Identify seasonal changes in Michigan's weather.
- **EGLAHSCE.SCI.9-12.E.AW.SI.EB.V.3.e.2ADDh.1** - Seasons and types of weather: fall getting cooler, winter snowy and cold, spring getting warmer, summer hot; differences in hours of sunlight.
- **EGLAHSCE.SCI.9-12.E.AW.SI.EB.V.3.e.2ADDh.A** - Implications of seasonal weather conditions on daily living activities.
- **EGLAHSCE.SCI.9-12.E.ASW_20** - All students will explain what causes different kinds of weather.
- **EGLAHSCE.SCI.9-12.E.AW.SI.EB.V.3.h.3a** - Identify and/or use weather information from a variety of sources, such as weather reports from television, radio, and newspapers, and relate them to daily activities.
- **EGLAHSCE.SCI.9-12.E.AW.SI.EB.V.3.h.3a.1** - Thermometer, newspaper, Internet, television, radio.
- **EGLAHSCE.SCI.9-12.E.AW.SI.EB.V.3.h.3a.A** - Implications of weather conditions on daily living activities.
- **EGLAHSCE.SCI.9-12.E.ASW_21** - All students will analyze the relationships between human activities and the atmosphere.
- **EGLAHSCE.SCI.9-12.E.AW.SI.EB.V.3.e.3ADDh** - Identify and/or explain appropriate safety precautions during severe weather.
- **EGLAHSCE.SCI.9-12.E.AW.SI.EB.V.3.e.3ADDh.1** - Safe locations, safety drills, sirens, radio broadcasts, severe weather watch and warning.
- **EGLAHSCE.SCI.9-12.E.AW.SI.EB.V.3.e.3ADDh.A** - Safety implications of severe weather, including thunderstorms, tornadoes, and blizzards; understanding that severe weather is dangerous and knowledge of

appropriate procedures; examples of local community safety precautions, including weather bulletins and tornado sirens.

- **EGLAHSCE.SCI.9-12.E.ASW_22** - All students will compare and contrast our planet and sun to other planets and star systems.
- **EGLAHSCE.SCI.9-12.E.SS.SI.EB.V.4.h.1a** - Compare the sun to other stars.
- **EGLAHSCE.SCI.9-12.E.SS.SI.EB.V.4.h.1a.1** - Distance.
- **EGLAHSCE.SCI.9-12.E.SS.SI.EB.V.4.h.1a.A** - Observations of the stars and safe observations of the sun.
- **EGLAHSCE.SCI.9-12.E.ASW_23** - All students will describe and explain how objects in the solar system move.
- **EGLAHSCE.SCI.9-12.E.SS.SI.EB.V.4.h.2a** - Explain differences between day and night in the winter and summer in terms of the relative orientation of the earth and sun.
- **EGLAHSCE.SCI.9-12.E.SS.SI.EB.V.4.h.2a.1** - Length of day and night through the seasons.
- **EGLAHSCE.SCI.9-12.E.SS.SI.EB.V.4.h.2a.A** - Associating daily activities with day and night.
- **EGLAHSCE.SCI.9-12.E.ASW_24** - All students will explain scientific theories as to the origin of the solar system.
- **EGLAHSCE.SCI.9-12..N/_42** - N/A
- **EGLAHSCE.SCI.9-12.E.ASW_25** - All students will explain how we learn about the universe.
- **EGLAHSCE.SCI.9-12..N/_43** - N/A
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Functional Independence

- **EGLAHSCE.SCI.3-5.C** - Constructing New Scientific Knowledge
- **EGLAHSCE.SCI.3-5.C.ASW** - All students will ask questions that help them learn about the world.
- **EGLAHSCE.SCI.3-5.C.CN.P.EB.I.1.e.1a** - Respond to questions about the world based on observation or experience.
- **EGLAHSCE.SCI.3-5.C.CN.P.EB.I.1.e.1a.1** - Yes, no, choices.
- **EGLAHSCE.SCI.3-5.C.CN.P.EB.I.1.e.1a.A** - Communication, interactions/social skills, personal needs, augmentative communication device.
- **EGLAHSCE.SCI.3-5.C.ASW_1** - All students will design and conduct investigations using appropriate methodology and technology.
- **EGLAHSCE.SCI.3-5.C.CN.P.EB.I.1.e.2a** - Explore observation activities.
- **EGLAHSCE.SCI.3-5.C.CN.P.EB.I.1.e.2a.1** - Observe, cause, effect.
- **EGLAHSCE.SCI.3-5.C.CN.P.EB.I.1.e.2a.A** - Personal care, health, safety, communication, group interaction.
- **EGLAHSCE.SCI.3-5.C.CN.P.EB.I.1.e.3a** - Identify simple devices.
- **EGLAHSCE.SCI.3-5.C.CN.P.EB.I.1.e.3a.1** - Assistive technology.
- **EGLAHSCE.SCI.3-5.C.CN.P.EB.I.1.e.3a.A** - Daily living and leisure activities, safety.
- **EGLAHSCE.SCI.3-5.C.ASW_2** - All students will learn from books and other sources of information.
- **EGLAHSCE.SCI.3-5.C.CN.P.EB.I.1.e.5a** - Identify books and/or other sources of information.
- **EGLAHSCE.SCI.3-5.C.CN.P.EB.I.1.e.5a.1** - Books, computers, people.
- **EGLAHSCE.SCI.3-5.C.CN.P.EB.I.1.e.5a.A** - Students will respond to a question related to a science question by reaching, touching, vocalizing, eye movement, etc.

- **EGLAHSCE.SCI.3-5.C.ASW_3** - All students will communicate findings of investigations, using appropriate technology.
- **EGLAHSCE.SCI.3-5..N/_3** - N/A
- **EGLAHSCE.SCI.3-5.R** - Reflecting On Scientific Knowledge
- **EGLAHSCE.SCI.3-5.R.ASW** - All students will analyze claims for their scientific merit and explain how scientists decide what constitutes scientific knowledge.
- **EGLAHSCE.SCI.3-5..N/_4** - N/A
- **EGLAHSCE.SCI.3-5.R.ASW_1** - All students will show how science is related to other ways of knowing.
- **EGLAHSCE.SCI.3-5.R.RO.P.EB.II.1.e.2a** - Identify and/or explore science activities that relate to the world around them through creative expression.
- **EGLAHSCE.SCI.3-5.R.RO.P.EB.II.1.e.2a.1** - Senses (five traditional senses sight, hearing, smell, taste, touch plus vestibular sense and proprioceptive sense); seasons.
- **EGLAHSCE.SCI.3-5.R.RO.P.EB.II.1.e.2a.A** - Cooking, eating, sensory exploration, weather.
- **EGLAHSCE.SCI.3-5.R.ASW_2** - All students will show how science and technology affect our society.
- **EGLAHSCE.SCI.3-5.R.RO.P.EB.II.1.e.3a** - Identify and/or explore activities in which technology is used in everyday life.
- **EGLAHSCE.SCI.3-5.R.RO.P.EB.II.1.e.3a.1** - Computer, television, appliances, assistive technology devices, toys.
- **EGLAHSCE.SCI.3-5.R.RO.P.EB.II.1.e.3a.A** - Technology can enhance daily living.
- **EGLAHSCE.SCI.3-5.R.RO.P.EB.II.1.e.4a** - Develop an awareness of the natural world.
- **EGLAHSCE.SCI.3-5.R.RO.P.EB.II.1.e.4a.1** - Indoors/outdoors, cold/hot, wet/dry.
- **EGLAHSCE.SCI.3-5.R.RO.P.EB.II.1.e.4a.A** - Outdoor/pedestrian safety, outdoor games, water safety.
- **EGLAHSCE.SCI.3-5.R.ASW_3** - All students will show how people of diverse cultures have contributed to and influenced developments in science.
- **EGLAHSCE.SCI.3-5..N/_5** - N/A
- **EGLAHSCE.SCI.3-5.L** - Using Life Science Knowledge
- **EGLAHSCE.SCI.3-5.L.ASW** - All students will apply an understanding of cells to the functioning of multi-cellular organisms, including how cells grow, develop and reproduce.
- **EGLAHSCE.SCI.3-5.L.CE.P.EB.III.1.m.1ADDe** - Discriminate between living and non-living things.
- **EGLAHSCE.SCI.3-5.L.CE.P.EB.III.1.m.1ADDe.1** - Living drinking and eating.
- **EGLAHSCE.SCI.3-5.L.CE.P.EB.III.1.m.1ADDe.A** - Familiar objects, such as toys vs. people, toys vs. animals.
- **EGLAHSCE.SCI.3-5.L.ASW_1** - All students will use classification systems to describe groups of living things.
- **EGLAHSCE.SCI.3-5.L.OR.P.EB.III.2.e.1a** - Identify observable characteristics and/or body parts of a variety of animals.
- **EGLAHSCE.SCI.3-5.L.OR.P.EB.III.2.e.1a.1** - Observable characteristics mouth, tail.
- **EGLAHSCE.SCI.3-5.L.OR.P.EB.III.2.e.1a.A** - Bringing in pets; visiting a pet store, working farm, or zoo.
- **EGLAHSCE.SCI.3-5.L.OR.P.EB.III.2.e.2a** - Identify plants and animals.
- **EGLAHSCE.SCI.3-5.L.OR.P.EB.III.2.e.2a.1** - Flowers, trees, grass, pets.
- **EGLAHSCE.SCI.3-5.L.OR.P.EB.III.2.e.2a.A** - Nature walk, playing in the yard, going to the park, visiting a pet store, family or classroom pets.
- **EGLAHSCE.SCI.3-5.L.OR.P.EB.III.2.e.3a** - Identify parts of life cycles of familiar organisms.
- **EGLAHSCE.SCI.3-5.L.OR.P.EB.III.2.e.3a.1** - Baby, mom, dad, adult, young/old.

- **EGLAHSCE.SCI.3-5.L.OR.P.EB.III.2.e.3a.A** - Family.
- **EGLAHSCE.SCI.3-5.L.ASW_2** - All students will investigate and explain how living things obtain and use energy.
- **EGLAHSCE.SCI.3-5.L.OR.P.EB.III.2.e.4a** - Identify some common healthy foods.
- **EGLAHSCE.SCI.3-5.L.OR.P.EB.III.2.e.4a.1** - Vegetables, fruits, dairy, meat, grains.
- **EGLAHSCE.SCI.3-5.L.OR.P.EB.III.2.e.4a.A** - Eating, shopping, making healthy food choices.
- **EGLAHSCE.SCI.3-5.L.ASW_3** - All students will analyze how parts of living things are adapted to carry out specific functions.
- **EGLAHSCE.SCI.3-5.L.OR.P.EB.III.2.e.5a** - Identify edible plants.
- **EGLAHSCE.SCI.3-5.L.OR.P.EB.III.2.e.5a.1** - Fruits and vegetables.
- **EGLAHSCE.SCI.3-5.L.OR.P.EB.III.2.e.5a.A** - Shopping, gardening.
- **EGLAHSCE.SCI.3-5.L.ASW_4** - All students will investigate and explain how characteristics of living things are passed on through generations.
- **EGLAHSCE.SCI.3-5.L.HE.P.EB.III.3.e.1a** - Match parent to offspring.
- **EGLAHSCE.SCI.3-5.L.HE.P.EB.III.3.e.1a.1** - Match immature offspring to mature adult (humans, dogs, cats).
- **EGLAHSCE.SCI.3-5.L.HE.P.EB.III.3.e.1a.A** - Family, pets.
- **EGLAHSCE.SCI.3-5.L.ASW_5** - All students will explain why organisms within a species are different from one another.
- **EGLAHSCE.SCI.3-5..N/_6** - N/A
- **EGLAHSCE.SCI.3-5.L.ASW_6** - All students will explain how new traits can be established by changing or manipulating genes.
- **EGLAHSCE.SCI.3-5..N/_7** - N/A
- **EGLAHSCE.SCI.3-5.L.ASW_7** - All students will explain how scientists construct and scientifically test theories concerning the origin of life and evolution of species.
- **EGLAHSCE.SCI.3-5..N/_8** - N/A
- **EGLAHSCE.SCI.3-5.L.ASW_8** - All students will compare ways that living organisms are adapted (suited) to survive and reproduce in their environments and explain how species change through time.
- **EGLAHSCE.SCI.3-5..N/_9** - N/A
- **EGLAHSCE.SCI.3-5.L.ASW_9** - All students will explain how parts of an ecosystem are related and how they interact.
- **EGLAHSCE.SCI.3-5..N/_10** - N/A
- **EGLAHSCE.SCI.3-5.L.ASW_10** - All students will explain how energy is distributed to living things in an ecosystem.
- **EGLAHSCE.SCI.3-5..N/_11** - N/A
- **EGLAHSCE.SCI.3-5.L.ASW_11** - All students will investigate and explain how communities of living things change over a period of time.
- **EGLAHSCE.SCI.3-5..N/_12** - N/A
- **EGLAHSCE.SCI.3-5.L.ASW_12** - All students will describe how materials cycle through an ecosystem and get reused in the environment.
- **EGLAHSCE.SCI.3-5..N/_13** - N/A
- **EGLAHSCE.SCI.3-5.L.ASW_13** - All students will analyze how humans and the environment interact.
- **EGLAHSCE.SCI.3-5..N/_14** - N/A
- **EGLAHSCE.SCI.3-5.P** - Using Physical Science Knowledge

- **EGLAHSCE.SCI.3-5.P.ASW** - All students will measure and describe the things around us.
- **EGLAHSCE.SCI.3-5.P.ME.P.EB.IV.1.e.1a** - Identify attributes/properties of common objects.
- **EGLAHSCE.SCI.3-5.P.ME.P.EB.IV.1.e.1a.1** - Texture rough, smooth. Smell pleasant, unpleasant. Size larger, smaller. Color common color words. Shape circle, square, triangle. Weight heavy, light.
- **EGLAHSCE.SCI.3-5.P.ME.P.EB.IV.1.e.1a.A** - Leisure activities, clothing choice, personal hygiene, carrying objects, environmental signs, animals.
- **EGLAHSCE.SCI.3-5.P.ME.P.EB.IV.1.e.2a** - Identify how materials are useful.
- **EGLAHSCE.SCI.3-5.P.ME.P.EB.IV.1.e.2a.1** - Useful properties waterproof, lightweight.
- **EGLAHSCE.SCI.3-5.P.ME.P.EB.IV.1.e.2a.A** - Raincoat, rubber boots, flotation device.
- **EGLAHSCE.SCI.3-5.P.ASW_1** - All students will explain what the world around us is made of.
- **EGLAHSCE.SCI.3-5..N/_18** - N/A
- **EGLAHSCE.SCI.3-5.P.ASW_2** - All students will identify and describe forms of energy.
- **EGLAHSCE.SCI.3-5..N/_19** - N/A
- **EGLAHSCE.SCI.3-5.P.ASW_3** - All students will explain how electricity and magnetism (see Motion of Objects) interact with matter.
- **EGLAHSCE.SCI.3-5.P.ME.P.EB.IV.1.e.4a** - Identify and/or use parts of electrical circuits in common activities.
- **EGLAHSCE.SCI.3-5.P.ME.P.EB.IV.1.e.4a.1** - Switches.
- **EGLAHSCE.SCI.3-5.P.ME.P.EB.IV.1.e.4a.A** - Operating switch, tape recorder, battery-powered toys and gadgets, recordable switches, lights on/off, wheelchairs, communication.
- **EGLAHSCE.SCI.3-5.P.ASW_4** - All students will investigate, describe and analyze ways in which matter changes.
- **EGLAHSCE.SCI.3-5.P.CM.P.EB.IV.2.e.1a** - Identify common changes in matter.
- **EGLAHSCE.SCI.3-5.P.CM.P.EB.IV.2.e.1a.1** - Melting, frozen, cold, hot, warm.
- **EGLAHSCE.SCI.3-5.P.CM.P.EB.IV.2.e.1a.A** - Holding ice cube in hand (melting), ice cream, popsicle.
- **EGLAHSCE.SCI.3-5.P.ASW_5** - All students will explain how visible changes in matter are related to atoms and molecules.
- **EGLAHSCE.SCI.3-5..N/_20** - N/A
- **EGLAHSCE.SCI.3-5.P.ASW_6** - All students will explain how changes in matter are related to changes in energy and how living things and human technology change matter and transform energy.
- **EGLAHSCE.SCI.3-5..N/_21** - N/A
- **EGLAHSCE.SCI.3-5.P.ASW_7** - All students will describe how things around us move, explain why things move as they do, and demonstrate and explain how we control the motions of objects.
- **EGLAHSCE.SCI.3-5.P.MO.P.EB.IV.3.e.1a** - Recognize movement of objects, including the body.
- **EGLAHSCE.SCI.3-5.P.MO.P.EB.IV.3.e.1a.1** - Up and down, slide, fast/slow, push/pull; how items move; navigation.
- **EGLAHSCE.SCI.3-5.P.MO.P.EB.IV.3.e.1a.A** - Daily living activities (scooter board, wheelchair); leisure activities (rolling ball); mobility; physical therapy.
- **EGLAHSCE.SCI.3-5.P.MO.P.EB.IV.3.e.3a** - Explore activities using magnetic and non-magnetic materials.
- **EGLAHSCE.SCI.3-5.P.MO.P.EB.IV.3.e.3a.1** - Magnetic push/pull.
- **EGLAHSCE.SCI.3-5.P.MO.P.EB.IV.3.e.3a.A** - Exploring during play; refrigerator, letter board, games.

- **EGLAHSCE.SCI.3-5.P.MO.P.EB.IV.3.e.4a** - Identify simple machines in activities that change effort.
- **EGLAHSCE.SCI.3-5.P.MO.P.EB.IV.3.e.4a.1** - Lifts, ramps, wheels, wedges (for position).
- **EGLAHSCE.SCI.3-5.P.MO.P.EB.IV.3.e.4a.A** - Faucets, paper towel machine.
- **EGLAHSCE.SCI.3-5.P.ASW_8** - All students will relate motion to energy and energy conversions.
- **EGLAHSCE.SCI.3-5..N/_22** - N/A
- **EGLAHSCE.SCI.3-5.P.ASW_9** - All students will describe sounds and sound waves.
- **EGLAHSCE.SCI.3-5.P.WV.P.EB.IV.4.e.1a** - Identify different characteristics of sound.
- **EGLAHSCE.SCI.3-5.P.WV.P.EB.IV.4.e.1a.1** - Vibration, loud/soft, high/low.
- **EGLAHSCE.SCI.3-5.P.WV.P.EB.IV.4.e.1a.A** - Leisure activities (music playing instrument, clapping, snapping); objects in environment safety alarms, telephone.
- **EGLAHSCE.SCI.3-5.P.ASW_10** - All students will explain shadows, color, and other light phenomena.
- **EGLAHSCE.SCI.3-5.P.WV.P.EB.IV.4.e.3a** - Identify light sources in common activities.
- **EGLAHSCE.SCI.3-5.P.WV.P.EB.IV.4.e.3a.1** - Light sources.
- **EGLAHSCE.SCI.3-5.P.WV.P.EB.IV.4.e.3a.A** - Shade, sunglasses, hat, colored paper, mirror, prism.
- **EGLAHSCE.SCI.3-5.P.WV.P.EB.IV.4.m.4ADDe** - Demonstrate an awareness of reflections.
- **EGLAHSCE.SCI.3-5.P.WV.P.EB.IV.4.m.4ADDe.1** - Mirrors.
- **EGLAHSCE.SCI.3-5.P.WV.P.EB.IV.4.m.4ADDe.A** - Exploring with mirrors; hygiene (self care, dressing, checking appearance).
- **EGLAHSCE.SCI.3-5.P.ASW_11** - All students will measure and describe vibrations and waves.
- **EGLAHSCE.SCI.3-5..N/_23** - N/A
- **EGLAHSCE.SCI.3-5.P.ASW_12** - All students will explain how waves and vibrations transfer energy.
- **EGLAHSCE.SCI.3-5..N/_24** - N/A
- **EGLAHSCE.SCI.3-5.E** - Using Earth Science Knowledge
- **EGLAHSCE.SCI.3-5.E.ASW_1** - All students will describe the earth's surface.
- **EGLAHSCE.SCI.3-5.E.GE.P.EB.V.1.e.1a** - Identify major features of the earth's surface.
- **EGLAHSCE.SCI.3-5.E.GE.P.EB.V.1.e.1a.1** - Land, water.
- **EGLAHSCE.SCI.3-5.E.GE.P.EB.V.1.e.1a.A** - Relating experiences or requesting personal preferences regarding leisure activities.
- **EGLAHSCE.SCI.3-5.E.GE.P.EB.V.1.e.2a** - Identify earth materials.
- **EGLAHSCE.SCI.3-5.E.GE.P.EB.V.1.e.2a.1** - Rocks, soil, sand, vs. plastic, car, paper.
- **EGLAHSCE.SCI.3-5.E.GE.P.EB.V.1.e.2a.A** - Awareness of environment; caring for house plants.
- **EGLAHSCE.SCI.3-5.E.ASW_2** - All students will describe and explain how the earth's features change over time.
- **EGLAHSCE.SCI.3-5..N/_30** - N/A
- **EGLAHSCE.SCI.3-5.E.ASW_3** - All students will analyze effects of technology on the earth's surface and resources.
- **EGLAHSCE.SCI.3-5.E.GE.P.EB.V.1.e.6a** - Identify and/or demonstrate everyday routines related to the conservation of natural resources.
- **EGLAHSCE.SCI.3-5.E.GE.P.EB.V.1.e.6a.1** - Materials that can be conserved (power, water) or recycled (paper, plastic).

- **EGLAHSCE.SCI.3-5.E.GE.P.EB.V.1.e.6a.A** - Being involved in conservation and recycling activities at home, in school, and in the community.
- **EGLAHSCE.SCI.3-5.E.ASW_4** - All students will describe the characteristics of water and demonstrate where water is found on earth.
- **EGLAHSCE.SCI.3-5.E.HY.P.EB.V.2.e.1a** - Identify where water is found in the home and school.
- **EGLAHSCE.SCI.3-5.E.HY.P.EB.V.2.e.1a.1** - Water, sink, drinking fountain.
- **EGLAHSCE.SCI.3-5.E.HY.P.EB.V.2.e.1a.A** - Daily living and functional activities.
- **EGLAHSCE.SCI.3-5.E.ASW** - All students will describe how water moves.
- **EGLAHSCE.SCI.3-5..N/_2** - N/A
- **EGLAHSCE.SCI.3-5.E.ASW_5** - All students will analyze the interaction of human activities with the hydrosphere.
- **EGLAHSCE.SCI.3-5.E.HY.P.EB.V.2.e.3a** - Identify routines involving the use of water in various personal and household situations.
- **EGLAHSCE.SCI.3-5.E.HY.P.EB.V.2.e.3a.1** - Household/personal uses drinking, cleaning, food preparation, personal hygiene (bathing, hand washing); hot vs. cold water.
- **EGLAHSCE.SCI.3-5.E.HY.P.EB.V.2.e.3a.A** - Daily living activities.
- **EGLAHSCE.SCI.3-5.E.ASW_6** - All students will investigate and describe what makes up weather and how it changes from day to day, from season to season and over long periods of time.
- **EGLAHSCE.SCI.3-5.E.AW.P.EB.V.3.e.1a** - Identify appropriate activities related to weather conditions.
- **EGLAHSCE.SCI.3-5.E.AW.P.EB.V.3.e.1a.1** - Cold, hot, warm, sunny, cloudy, rain, snow.
- **EGLAHSCE.SCI.3-5.E.AW.P.EB.V.3.e.1a.A** - Awareness of world around them; appropriate clothing for daily activities.
- **EGLAHSCE.SCI.3-5.E.ASW_7** - All students will explain what causes different kinds of weather.
- **EGLAHSCE.SCI.3-5..N/_31** - N/A
- **EGLAHSCE.SCI.3-5.E.ASW_8** - All students will analyze the relationships between human activities and the atmosphere.
- **EGLAHSCE.SCI.3-5.E.AW.P.EB.V.3.e.3a** - Identify and/or engage appropriately in safety procedures related to weather conditions.
- **EGLAHSCE.SCI.3-5.E.AW.P.EB.V.3.e.3a.1** - Severe weather conditions (thunderstorm, cold, ice, blizzard), slippery sidewalks, safe locations, severe weather drills.
- **EGLAHSCE.SCI.3-5.E.AW.P.EB.V.3.e.3a.A** - Daily living activities; reacting to changing routines due to severe weather.
- **EGLAHSCE.SCI.3-5.E.ASW_9** - All students will compare and contrast our planet and sun to other planets and star systems.
- **EGLAHSCE.SCI.3-5.E.SS.P.EB.V.4.e.1a** - Identify activities involving the sun and moon.
- **EGLAHSCE.SCI.3-5.E.SS.P.EB.V.4.e.1a.1** - Sun, moon, day/night, sunrise, sunsets.
- **EGLAHSCE.SCI.3-5.E.SS.P.EB.V.4.e.1a.A** - Awareness of daily routines.
- **EGLAHSCE.SCI.3-5.E.ASW_10** - All students will describe and explain how objects in the solar system move.
- **EGLAHSCE.SCI.3-5..N/_32** - N/A
- **EGLAHSCE.SCI.3-5.E.ASW_11** - All students will explain scientific theories as to the origin of the solar system.

- **EGLAHSCE.SCI.3-5..N/_33** - N/A
- **EGLAHSCE.SCI.3-5.E.ASW_12** - All students will explain how we learn about the universe.
- **EGLAHSCE.SCI.3-5..N/_34** - N/A
- **EGLAHSCE.SCI.6-8.C** - Constructing New Scientific Knowledge
- **EGLAHSCE.SCI.6-8.C.ASW** - All students will ask questions that help them learn about the world.
- **EGLAHSCE.SCI.6-8.C.CN.P.EB.I.1.m.1a** - Respond to and/or ask questions about the world based on observation or experience.
- **EGLAHSCE.SCI.6-8.C.CN.P.EB.I.1.m.1a.1** - Yes, no, choices.
- **EGLAHSCE.SCI.6-8.C.CN.P.EB.I.1.m.1a.A** - Communication, interactions/social skills, personal needs, augmentative communication device.
- **EGLAHSCE.SCI.6-8.C.ASW_1** - All students will design and conduct investigations using appropriate methodology and technology.
- **EGLAHSCE.SCI.6-8.C.CN.P.EB.I.1.m.2a** - Explore problems through observation.
- **EGLAHSCE.SCI.6-8.C.CN.P.EB.I.1.m.2a.1** - Observe, cause, effect.
- **EGLAHSCE.SCI.6-8.C.CN.P.EB.I.1.m.2a.A** - Personal care, health, safety, communication, group interaction.
- **EGLAHSCE.SCI.6-8.C.CN.P.EB.I.1.m.3a** - Identify and/or use simple devices.
- **EGLAHSCE.SCI.6-8.C.CN.P.EB.I.1.m.3a.1** - Assistive technology.
- **EGLAHSCE.SCI.6-8.C.CN.P.EB.I.1.m.3a.A** - Daily living and leisure activities, safety.
- **EGLAHSCE.SCI.6-8.C.ASW_2** - All students will learn from books and other sources of information.
- **EGLAHSCE.SCI.6-8.C.CN.P.EB.I.1.m.5a** - Identify books and/or other sources of information related to science.
- **EGLAHSCE.SCI.6-8.C.CN.P.EB.I.1.m.5a.1** - Books, computers, people.
- **EGLAHSCE.SCI.6-8.C.CN.P.EB.I.1.m.5a.A** - Students will respond to a question related to a science question by reaching, touching, vocalizing, eye movement, etc.
- **EGLAHSCE.SCI.6-8.C.ASW_3** - All students will communicate findings of investigations, using appropriate technology.
- **EGLAHSCE.SCI.6-8..N/_4** - N/A
- **EGLAHSCE.SCI.6-8.R** - Reflecting On Scientific Knowledge
- **EGLAHSCE.SCI.6-8.R.ASW** - All students will analyze claims for their scientific merit and explain how scientists decide what constitutes scientific knowledge.
- **EGLAHSCE.SCI.6-8.R.RO.P.EB.II.1.m.2a** - Develop awareness of personal information.
- **EGLAHSCE.SCI.6-8.R.RO.P.EB.II.1.m.2a.1** - Name, address, phone number.
- **EGLAHSCE.SCI.6-8.R.RO.P.EB.II.1.m.2a.A** - Safety, advocacy.
- **EGLAHSCE.SCI.6-8.R.ASW_1** - All students will show how science is related to other ways of knowing.
- **EGLAHSCE.SCI.6-8.R.RO.P.EB.II.1.m.3a** - Identify and/or explore science activities that relate to the world around them.
- **EGLAHSCE.SCI.6-8.R.RO.P.EB.II.1.m.3a.1** - Senses (five traditional senses sight, hearing, smell, taste, touch plus vestibular sense and proprioceptive sense); seasons.
- **EGLAHSCE.SCI.6-8.R.RO.P.EB.II.1.m.3a.A** - Cooking, eating, sensory exploration, weather, functional tools.
- **EGLAHSCE.SCI.6-8.R.ASW_2** - All students will show how science and technology affect our society.

- **EGLAHSCE.SCI.6-8.R.RO.P.EB.II.1.e.3ADDm** - Identify and/or explore ways in which technology is used in everyday life.
- **EGLAHSCE.SCI.6-8.R.RO.P.EB.II.1.e.3ADDm.1** - Computer, television, appliances, assistive technology devices, video games.
- **EGLAHSCE.SCI.6-8.R.RO.P.EB.II.1.e.3ADDm.A** - Technology can enhance daily living and leisure activities.
- **EGLAHSCE.SCI.6-8.R.RO.P.EB.II.1.m.5a** - Develop an awareness of the natural world.
- **EGLAHSCE.SCI.6-8.R.RO.P.EB.II.1.m.5a.1** - Indoors/outdoors, cold/hot, wet/dry. care.
- **EGLAHSCE.SCI.6-8.R.RO.P.EB.II.1.m.5a.A** - Outdoor/pedestrian safety, outdoor games, water safety, plant.
- **EGLAHSCE.SCI.6-8.R.ASW_3** - All students will show how people of diverse cultures have contributed to and influenced developments in science.
- **EGLAHSCE.SCI.6-8..N/_5** - N/A
- **EGLAHSCE.SCI.6-8.L** - Using Life Science Knowledge
- **EGLAHSCE.SCI.6-8.L.ASW** - All students will apply an understanding of cells to the functioning of multi-cellular organisms, including how cells grow, develop and reproduce.
- **EGLAHSCE.SCI.6-8.L.CE.P.EB.III.1.m.1a** - Discriminate between living and non-living things.
- **EGLAHSCE.SCI.6-8.L.CE.P.EB.III.1.m.1a.1** - Living vs. non-living drinking and eating.
- **EGLAHSCE.SCI.6-8.L.CE.P.EB.III.1.m.1a.A** - Does the table want a drink? What would eat; a book or a person?
- **EGLAHSCE.SCI.6-8.L.ASW_1** - All students will use classification systems to describe groups of living things.
- **EGLAHSCE.SCI.6-8.L.OR.P.EB.III.2.e.1ADDm** - Identify observable characteristics and/or body parts of a variety of animals.
- **EGLAHSCE.SCI.6-8.L.OR.P.EB.III.2.e.1ADDm.1** - Observable characteristics mouth, tail, fur feathers, head, torso.
- **EGLAHSCE.SCI.6-8.L.OR.P.EB.III.2.e.1ADDm.A** - Bringing in pets; visiting a pet store, working farm, or zoo.
- **EGLAHSCE.SCI.6-8.L.OR.P.EB.III.2.m.1a** - Identify plants and animals.
- **EGLAHSCE.SCI.6-8.L.OR.P.EB.III.2.m.1a.1** - Flowers, trees, grass, pets, farm animals.
- **EGLAHSCE.SCI.6-8.L.OR.P.EB.III.2.m.1a.A** - Nature walk, playing in the yard, going to the park, visiting a pet store or working farm, family or classroom pets.
- **EGLAHSCE.SCI.6-8.L.OR.P.EB.III.2.m.2a** - Identify parts of life cycles of plants.
- **EGLAHSCE.SCI.6-8.L.OR.P.EB.III.2.m.2a.1** - Seed, flower, tree, young/old.
- **EGLAHSCE.SCI.6-8.L.OR.P.EB.III.2.m.2a.A** - Flower pots, gardens.
- **EGLAHSCE.SCI.6-8.L.ASW_2** - All students will investigate and explain how living things obtain and use energy.
- **EGLAHSCE.SCI.6-8.L.OR.P.EB.III.2.e.4ADDm** - Identify some common healthy foods.
- **EGLAHSCE.SCI.6-8.L.OR.P.EB.III.2.e.4ADDm.1** - Vegetables, fruits, dairy, meat, grains.
- **EGLAHSCE.SCI.6-8.L.OR.P.EB.III.2.e.4ADDm.A** - Eating, shopping, cooking, making healthy food choices.
- **EGLAHSCE.SCI.6-8.L.ASW_3** - All students will analyze how parts of living things are adapted to carry out specific functions.
- **EGLAHSCE.SCI.6-8.L.OR.P.EB.III.2.m.4a** - Associate five senses with the respective body part.
- **EGLAHSCE.SCI.6-8.L.OR.P.EB.III.2.m.4a.1** - Smell nose, sight eyes, hearing ears, taste tongue, touch hands.
- **EGLAHSCE.SCI.6-8.L.OR.P.EB.III.2.m.4a.A** - Dressing, eating, grooming, simple exercising.

- **EGLAHSCE.SCI.6-8.L.ASW_4** - All students will investigate and explain how characteristics of living things are passed on through generations.
- **EGLAHSCE.SCI.6-8.L.HE.P.EB.III.3.m.1a** - Match parent to offspring.
- **EGLAHSCE.SCI.6-8.L.HE.P.EB.III.3.m.1a.1** - Match immature offspring to mature adult (humans, dogs, cats).
- **EGLAHSCE.SCI.6-8.L.HE.P.EB.III.3.m.1a.A** - Family, pets.
- **EGLAHSCE.SCI.6-8.L.ASW_5** - All students will explain why organisms within a species are different from one another.
- **EGLAHSCE.SCI.6-8..N/_7** - N/A
- **EGLAHSCE.SCI.6-8.L.ASW_6** - All students will explain how new traits can be established by changing or manipulating genes.
- **EGLAHSCE.SCI.6-8..N/_8** - N/A
- **EGLAHSCE.SCI.6-8.L.ASW_7** - All students will explain how scientists construct and scientifically test theories concerning the origin of life and evolution of species.
- **EGLAHSCE.SCI.6-8..N/_2** - N/A
- **EGLAHSCE.SCI.6-8.L.ASW_8** - All students will compare ways that living organisms are adapted (suited) to survive and reproduce in their environments and explain how species change through time.
- **EGLAHSCE.SCI.6-8..N/_9** - N/A
- **EGLAHSCE.SCI.6-8.L.ASW_9** - All students will explain how parts of an ecosystem are related and how they interact.
- **EGLAHSCE.SCI.6-8..N/_10** - N/A
- **EGLAHSCE.SCI.6-8.L.ASW_10** - All students will explain how energy is distributed to living things in an ecosystem.
- **EGLAHSCE.SCI.6-8..N/_11** - N/A
- **EGLAHSCE.SCI.6-8.L.ASW_11** - All students will investigate and explain how communities of living things change over a period of time.
- **EGLAHSCE.SCI.6-8..N/_12** - N/A
- **EGLAHSCE.SCI.6-8.L.ASW_12** - All students will describe how materials cycle through an ecosystem and get reused in the environment.
- **EGLAHSCE.SCI.6-8..N/_13** - N/A
- **EGLAHSCE.SCI.6-8.L.ASW_13** - All students will analyze how humans and the environment interact.
- **EGLAHSCE.SCI.6-8..N/_14** - N/A
- **EGLAHSCE.SCI.6-8.P** - Using Physical Science Knowledge
- **EGLAHSCE.SCI.6-8.P.ASW** - All students will measure and describe the things around us.
- **EGLAHSCE.SCI.6-8.P.ME.P.EB.IV.1.e.1ADDm** - Identify and describe attributes/properties of common objects.
- **EGLAHSCE.SCI.6-8.P.ME.P.EB.IV.1.e.1ADDm.1** - Texture rough, smooth. Smell pleasant, unpleasant. Size larger, smaller. Color common color words. Shape circle, square, triangle. Weight heavy, light.
- **EGLAHSCE.SCI.6-8.P.ME.P.EB.IV.1.e.1ADDm.A** - Leisure activities, clothing choice, personal hygiene, carrying objects, environmental signs, animals.
- **EGLAHSCE.SCI.6-8.P.ME.P.EB.IV.1.m.2a** - Differentiate between common objects according to weight, length, or temperature.
- **EGLAHSCE.SCI.6-8.P.ME.P.EB.IV.1.m.2a.1** - Useful properties waterproof, lightweight, temperature, lengths, size.

- **EGLAHSCE.SCI.6-8.P.ME.P.EB.IV.1.m.2a.A** - Raincoat, rubber boots, flotation device, heading pad, cooking and food preparation (pan is hot), indicating texture/temperature preference.
- **EGLAHSCE.SCI.6-8.P.ASW_1** - All students will explain what the world around us is made of.
- **EGLAHSCE.SCI.6-8.P.ME.P.EB.IV.1.m.3a** - Identify mixtures or components of mixtures.
- **EGLAHSCE.SCI.6-8.P.ME.P.EB.IV.1.m.3a.1** - Solid, liquid, mixture.
- **EGLAHSCE.SCI.6-8.P.ME.P.EB.IV.1.m.3a.A** - Powdered drink, chocolate mix and liquid, mixture (trail mix, salad), gelatin.
- **EGLAHSCE.SCI.6-8.P.ASW_2** - All students will identify and describe forms of energy.
- **EGLAHSCE.SCI.6-8..N/_22** - N/A
- **EGLAHSCE.SCI.6-8.P.ASW_4** - All students will explain how electricity and magnetism (see Motion of Objects) interact with matter.
- **EGLAHSCE.SCI.6-8.P.ME.P.EB.IV.1.m.4a** - Identify and/or operate useful electrical circuits.
- **EGLAHSCE.SCI.6-8.P.ME.P.EB.IV.1.m.4a.1** - Switches.
- **EGLAHSCE.SCI.6-8.P.ME.P.EB.IV.1.m.4a.A** - Operating switch, tape recorder, battery-powered toys and gadgets, recordable switches, lights on/off, wheelchairs, communication.
- **EGLAHSCE.SCI.6-8.P.ASW_5** - All students will investigate, describe and analyze ways in which matter changes.
- **EGLAHSCE.SCI.6-8.P.CM.P.EB.IV.2.m.1a** - Identify common changes in matter.
- **EGLAHSCE.SCI.6-8.P.CM.P.EB.IV.2.m.1a.1** - Melting, frozen, cold, hot, warm, solid to liquid.
- **EGLAHSCE.SCI.6-8.P.CM.P.EB.IV.2.m.1a.A** - Holding ice cube in hand (melting), ice cream, popsicle.
- **EGLAHSCE.SCI.6-8.P.ASW_6** - All students will explain how visible changes in matter are related to atoms and molecules.
- **EGLAHSCE.SCI.6-8..N/_23** - N/A
- **EGLAHSCE.SCI.6-8.P.ASW_7** - All students will explain how changes in matter are related to changes in energy and how living things and human technology change matter and transform energy.
- **EGLAHSCE.SCI.6-8..N/_24** - N/A
- **EGLAHSCE.SCI.6-8.P.ASW_8** - All students will describe how things around us move, explain why things move as they do, and demonstrate and explain how we control the motions of objects.
- **EGLAHSCE.SCI.6-8.P.MO.P.EB.IV.3.m.1a** - Recognize direction and/or speed of objects in motion.
- **EGLAHSCE.SCI.6-8.P.MO.P.EB.IV.3.m.1a.1** - Up and down, slide, fast/slow, push/pull; how items move; navigation; highest/lowest.
- **EGLAHSCE.SCI.6-8.P.MO.P.EB.IV.3.m.1a.A** - Daily living activities (scooter board, wheelchair); leisure activities (rolling ball); mobility; physical therapy.
- **EGLAHSCE.SCI.6-8.P.MO.P.EB.IV.3.m.3a** - Explore activities using magnetic and non-magnetic materials.
- **EGLAHSCE.SCI.6-8.P.MO.P.EB.IV.3.m.3a.1** - Magnetic push/pull.
- **EGLAHSCE.SCI.6-8.P.MO.P.EB.IV.3.m.3a.A** - Exploring during play; refrigerator, letter board, games.
- **EGLAHSCE.SCI.6-8.P.MO.P.EB.IV.3.m.5a** - Identify simple machines in activities that change effort.
- **EGLAHSCE.SCI.6-8.P.MO.P.EB.IV.3.m.5a.1** - Lifts, ramps, wheels, wedges (for position).
- **EGLAHSCE.SCI.6-8.P.MO.P.EB.IV.3.m.5a.A** - Faucets, paper towel machine.
- **EGLAHSCE.SCI.6-8.P.ASW_9** - All students will relate motion to energy and energy conversions.

- **EGLAHSCE.SCI.6-8..N/_25** - N/A
- **EGLAHSCE.SCI.6-8.P.ASW_10** - All students will describe sounds and sound waves.
- **EGLAHSCE.SCI.6-8.P.WV.P.EB.IV.4.e.1ADDm** - Identify ways to create sound.
- **EGLAHSCE.SCI.6-8.P.WV.P.EB.IV.4.e.1ADDm.1** - Vibration, switch devices.
- **EGLAHSCE.SCI.6-8.P.WV.P.EB.IV.4.e.1ADDm.A** - Leisure activities (music playing instrument, clapping, snapping); objects in environment safety alarms, telephone; communication.
- **EGLAHSCE.SCI.6-8.P.ASW_11** - All students will explain shadows, color, and other light phenomena.
- **EGLAHSCE.SCI.6-8.P.WV.P.EB.IV.4.m.3a** - Identify light sources in common activities.
- **EGLAHSCE.SCI.6-8.P.WV.P.EB.IV.4.m.3a.1** - Light sources.
- **EGLAHSCE.SCI.6-8.P.WV.P.EB.IV.4.m.3a.A** - Shade, sunglasses, hat, toys, flashlight, lamp.
- **EGLAHSCE.SCI.6-8.P.WV.P.EB.IV.4.m.4a** - Identify examples of reflections.
- **EGLAHSCE.SCI.6-8.P.WV.P.EB.IV.4.m.4a.1** - Mirrors.
- **EGLAHSCE.SCI.6-8.P.WV.P.EB.IV.4.m.4a.A** - Exploring with mirrors; useful/harmful reflections protection from sun and sunburns; hygiene (self care, dressing, checking appearance).
- **EGLAHSCE.SCI.6-8.P.ASW_12** - All students will measure and describe vibrations and waves.
- **EGLAHSCE.SCI.6-8..N/_26** - N/A
- **EGLAHSCE.SCI.6-8.P.ASW_3** - All students will explain how waves and vibrations transfer energy.
- **EGLAHSCE.SCI.6-8..N/_27** - N/A
- **EGLAHSCE.SCI.6-8.E** - Using Earth Science Knowledge
- **EGLAHSCE.SCI.6-8.E.ASW** - All students will describe the earth's surface.
- **EGLAHSCE.SCI.6-8.E.GE.P.EB.V.1.m.1a** - Identify major features of the earth's surface.
- **EGLAHSCE.SCI.6-8.E.GE.P.EB.V.1.m.1a.1** - Land, water.
- **EGLAHSCE.SCI.6-8.E.GE.P.EB.V.1.m.1a.A** - Relating experiences or requesting personal preferences regarding leisure activities.
- **EGLAHSCE.SCI.6-8.E.GE.P.EB.V.1.e.2ADDm** - Identify earth materials.
- **EGLAHSCE.SCI.6-8.E.GE.P.EB.V.1.e.2ADDm.1** - Rocks, soil, sand, vs. plastic, car, paper.
- **EGLAHSCE.SCI.6-8.E.GE.P.EB.V.1.e.2ADDm.A** - Awareness of environment; caring for house plants.
- **EGLAHSCE.SCI.6-8.E.ASW_1** - All students will describe and explain how the earth's features change over time.
- **EGLAHSCE.SCI.6-8..N/_38** - N/A
- **EGLAHSCE.SCI.6-8.E.ASW_2** - All students will analyze effects of technology on the earth's surface and resources.
- **EGLAHSCE.SCI.6-8.E.GE.P.EB.V.1.e.6ADDm** - Identify and/or demonstrate everyday routines related to the conservation of natural resources.
- **EGLAHSCE.SCI.6-8.E.GE.P.EB.V.1.e.6ADDm.1** - Materials that can be conserved (power, water) or recycled (paper, plastic, metal).
- **EGLAHSCE.SCI.6-8.E.GE.P.EB.V.1.e.6ADDm.A** - Being involved in conservation (such as turning off lights, watering grass less) and recycling activities (such as recycling soda pop cans) at home, in school, and in the community; handling recycling materials safely and appropriately.
- **EGLAHSCE.SCI.6-8.E.ASW_3** - All students will describe the characteristics of water and demonstrate where water is found on earth.

- **EGLAHSCE.SCI.6-8.E.HY.P.EB.V.2.m.1a** - Identify where water is found in the home, school, and community.
- **EGLAHSCE.SCI.6-8.E.HY.P.EB.V.2.m.1a.1** - Water, sink, drinking fountain, swimming pool.
- **EGLAHSCE.SCI.6-8.E.HY.P.EB.V.2.m.1a.A** - Daily living, functional, and leisure activities; washing machine.
- **EGLAHSCE.SCI.6-8.E.ASW_4** - All students will describe how water moves.
- **EGLAHSCE.SCI.6-8..N/_39** - N/A
- **EGLAHSCE.SCI.6-8.E.ASW_5** - All students will analyze the interaction of human activities with the hydrosphere.
- **EGLAHSCE.SCI.6-8.E.HY.P.EB.V.2.e.3ADDm** - Identify routines involving the use of water in various personal, household, and recreational situations.
- **EGLAHSCE.SCI.6-8.E.HY.P.EB.V.2.e.3ADDm.1** - Household/personal uses drinking, cleaning, food preparation, personal hygiene (bathing, hand washing); recreational uses swimming; hot vs. cold water.
- **EGLAHSCE.SCI.6-8.E.HY.P.EB.V.2.e.3ADDm.A** - Daily living and leisure activities.
- **EGLAHSCE.SCI.6-8.E.HY.P.EB.V.2.m.4a** - Identify clean vs. unclean water.
- **EGLAHSCE.SCI.6-8.E.HY.P.EB.V.2.m.4a.1** - Clean drinking fountains, faucets, bottled water, water coolers.
Unclean puddles, pet dishes, pools.
- **EGLAHSCE.SCI.6-8.E.HY.P.EB.V.2.m.4a.A** - Making safe choices at home, in school, and in the community.
- **EGLAHSCE.SCI.6-8.E.ASW_6** - All students will investigate and describe what makes up weather and how it changes from day to day, from season to season and over long periods of time.
- **EGLAHSCE.SCI.6-8.E.AW.P.EB.V.3.e.1ADDm** - Identify appropriate clothing and/or activities related to particular weather conditions.
- **EGLAHSCE.SCI.6-8.E.AW.P.EB.V.3.e.1ADDm.1** - Cold, hot, warm, sunny, cloudy, rain, snow.
- **EGLAHSCE.SCI.6-8.E.AW.P.EB.V.3.e.1ADDm.A** - Awareness of world around them; appropriate clothing for daily activities.
- **EGLAHSCE.SCI.6-8.E.ASW_7** - All students will explain what causes different kinds of weather.
- **EGLAHSCE.SCI.6-8..N/_40** - N/A
- **EGLAHSCE.SCI.6-8.E.ASW_8** - All students will analyze the relationships between human activities and the atmosphere.
- **EGLAHSCE.SCI.6-8.E.AW.P.EB.V.3.e.3ADDm** - Identify and/or engage appropriately in safety procedures related to weather conditions.
- **EGLAHSCE.SCI.6-8.E.AW.P.EB.V.3.e.3ADDm.1** - Severe weather conditions (thunderstorm, cold, ice, blizzard), slippery sidewalks, safe locations, severe weather drills.
- **EGLAHSCE.SCI.6-8.E.AW.P.EB.V.3.e.3ADDm.A** - Daily living activities; reacting to changing routines due to severe weather.
- **EGLAHSCE.SCI.6-8.E.ASW_9** - All students will compare and contrast our planet and sun to other planets and star systems.
- **EGLAHSCE.SCI.6-8.E.SS.P.EB.V.4.e.1ADDm** - Identify the moon.
- **EGLAHSCE.SCI.6-8.E.SS.P.EB.V.4.e.1ADDm.1** - Moon, day/night.
- **EGLAHSCE.SCI.6-8.E.SS.P.EB.V.4.e.1ADDm.A** - Awareness of daily routines related to day/night.
- **EGLAHSCE.SCI.6-8.E.ASW_10** - All students will describe and explain how objects in the solar system move.
- **EGLAHSCE.SCI.6-8..N/_41** - N/A

- **EGLAHSCE.SCI.6-8.E.ASW_11** - All students will explain scientific theories as to the origin of the solar system.
 - **EGLAHSCE.SCI.6-8..N/_42** - N/A
- **EGLAHSCE.SCI.6-8.E.ASW_12** - All students will explain how we learn about the universe.
 - **EGLAHSCE.SCI.6-8..N/_43** - N/A
 - **EGLAHSCE.SCI.9-12.C_1** - Constructing New Scientific Knowledge
- **EGLAHSCE.SCI.9-12.C.ASW_4** - All students will ask questions that help them learn about the world.
 - **EGLAHSCE.SCI.9-12.C.CN.P.EB.I.1.h.1a** - Respond to and/or ask questions about the world based on observation or experience.
 - **EGLAHSCE.SCI.9-12.C.CN.P.EB.I.1.h.1a.1** - Yes, no, choices.
 - **EGLAHSCE.SCI.9-12.C.CN.P.EB.I.1.h.1a.A** - Communication, interactions/social skills, personal needs, augmentative communication device.
- **EGLAHSCE.SCI.9-12.C.ASW_5** - All students will design and conduct investigations using appropriate methodology and technology.
 - **EGLAHSCE.SCI.9-12.C.CN.P.EB.I.1.h.2a** - Explore problems through observation.
 - **EGLAHSCE.SCI.9-12.C.CN.P.EB.I.1.h.2a.1** - Observe, cause, effect.
 - **EGLAHSCE.SCI.9-12.C.CN.P.EB.I.1.h.2a.A** - Personal care, health, safety, communication, group interaction.
 - **EGLAHSCE.SCI.9-12.C.CN.P.EB.I.1.m.3ADDh** - Identify and/or use simple devices.
 - **EGLAHSCE.SCI.9-12.C.CN.P.EB.I.1.m.3ADDh.1** - Assistive technology.
 - **EGLAHSCE.SCI.9-12.C.CN.P.EB.I.1.m.3ADDh.A** - Daily living and leisure activities, safety.
- **EGLAHSCE.SCI.9-12.C.ASW_6** - All students will learn from books and other sources of information.
 - **EGLAHSCE.SCI.9-12.C.CN.P.EB.I.1.h.4a** - Identify books and/or other sources of information related to science.
 - **EGLAHSCE.SCI.9-12.C.CN.P.EB.I.1.h.4a.1** - Books, computers, people, newspapers.
 - **EGLAHSCE.SCI.9-12.C.CN.P.EB.I.1.h.4a.A** - Students will respond to a question related to a science activity by reaching, touching, vocalizing, eye movement, etc.
- **EGLAHSCE.SCI.9-12.C.ASW_7** - All students will communicate findings of investigations, using appropriate technology.
 - **EGLAHSCE.SCI.9-12..N/_1** - N/A
 - **EGLAHSCE.SCI.9-12.R** - Reflecting On Scientific Knowledge
- **EGLAHSCE.SCI.9-12.R.ASW** - All students will analyze claims for their scientific merit and explain how scientists decide what constitutes scientific knowledge.
 - **EGLAHSCE.SCI.9-12.R.RO.P.EB.II.1.m.2ADDh** - Develop awareness of personal information.
 - **EGLAHSCE.SCI.9-12.R.RO.P.EB.II.1.m.2ADDh.1** - Name, address, phone number, names of family members.
 - **EGLAHSCE.SCI.9-12.R.RO.P.EB.II.1.m.2ADDh.A** - Safety, advocacy.
- **EGLAHSCE.SCI.9-12.R.ASW_1** - All students will show how science is related to other ways of knowing.
 - **EGLAHSCE.SCI.9-12.R.RO.P.EB.II.1.h.3a** - Identify and/or explore science activities that relate to the world around them.
 - **EGLAHSCE.SCI.9-12.R.RO.P.EB.II.1.h.3a.1** - Senses (five traditional senses sight, hearing, smell, taste, touch plus vestibular sense and proprioceptive sense); seasons.
 - **EGLAHSCE.SCI.9-12.R.RO.P.EB.II.1.h.3a.A** - Cooking, eating, sensory exploration, weather, functional tools.

- **EGLAHSCE.SCI.9-12.R.ASW_2** - All students will show how science and technology affect our society.
- **EGLAHSCE.SCI.9-12.R.RO.P.EB.II.1.e.3ADDh** - Identify and/or explore ways in which technology is used in everyday life.
- **EGLAHSCE.SCI.9-12.R.RO.P.EB.II.1.e.3ADDh.1** - Computer, television, appliances, assistive technology devices, video games, MP3 players.
- **EGLAHSCE.SCI.9-12.R.RO.P.EB.II.1.e.3ADDh.A** - Technology can enhance daily living, leisure, and vocational activities.
- **EGLAHSCE.SCI.9-12.R.RO.P.EB.II.1.h.6a** - Develop an awareness of the natural world.
- **EGLAHSCE.SCI.9-12.R.RO.P.EB.II.1.h.6a.1** - Indoors/outdoors, cold/hot, wet/dry.
- **EGLAHSCE.SCI.9-12.R.RO.P.EB.II.1.h.6a.A** - Outdoor/pedestrian safety, outdoor games, water safety, plant/lawn care.
- **EGLAHSCE.SCI.9-12.R.ASW_3** - All students will show how people of diverse cultures have contributed to and influenced developments in science.
- **EGLAHSCE.SCI.9-12..N/_2** - N/A
- **EGLAHSCE.SCI.9-12.L** - Using Life Science Knowledge
- **EGLAHSCE.SCI.9-12.L.ASW** - All students will apply an understanding of cells to the functioning of multi-cellular organisms, including how cells grow, develop and reproduce.
- **EGLAHSCE.SCI.9-12.L.CE.P.EB.III.1.h.1a** - Identify characteristics of all living things.
- **EGLAHSCE.SCI.9-12.L.CE.P.EB.III.1.h.1a.1** - Needs of living things grow, need food, need water.
- **EGLAHSCE.SCI.9-12.L.CE.P.EB.III.1.h.1a.A** - Personal care, pet care.
- **EGLAHSCE.SCI.9-12.L.ASW_1** - All students will use classification systems to describe groups of living things.
- **EGLAHSCE.SCI.9-12.L.OR.P.EB.III.2.e.1ADDh** - Identify observable characteristics and/or body parts of a variety of animals.
- **EGLAHSCE.SCI.9-12.L.OR.P.EB.III.2.e.1ADDh.1** - Observable characteristics mouth, tail, fur feathers, teeth, nails/claws.
- **EGLAHSCE.SCI.9-12.L.OR.P.EB.III.2.e.1ADDh.A** - Visiting a pet store or working farm.
- **EGLAHSCE.SCI.9-12.L.OR.P.EB.III.2.h.1a** - Identify plants and animals.
- **EGLAHSCE.SCI.9-12.L.OR.P.EB.III.2.h.1a.1** - Flowers, trees, grass, weeds, vegetable plants, pets, farm animals, wild animals.
- **EGLAHSCE.SCI.9-12.L.OR.P.EB.III.2.h.1a.A** - Nature walk; trip to the grocery store; visiting a pet store, working farm, horticultural center, or zoo.
- **EGLAHSCE.SCI.9-12.L.OR.P.EB.III.2.e.3ADDh** - Identify parts of life cycles of animals.
- **EGLAHSCE.SCI.9-12.L.OR.P.EB.III.2.e.3ADDh.1** - Baby, mom, dad, adult, young/old.
- **EGLAHSCE.SCI.9-12.L.OR.P.EB.III.2.e.3ADDh.A** - Family.
- **EGLAHSCE.SCI.9-12.L.ASW_2** - All students will investigate and explain how living things obtain and use energy.
- **EGLAHSCE.SCI.9-12.L.OR.P.EB.III.2.e.4ADDh** - Identify some common healthy foods.
- **EGLAHSCE.SCI.9-12.L.OR.P.EB.III.2.e.4ADDh.1** - Vegetables, fruits, dairy, meats, grains.

- **EGLAHSCE.SCI.9-12.L.OR.P.EB.III.2.e.4ADDh.A** - Eating, shopping, cooking, food preparation, making healthy food choices.
- **EGLAHSCE.SCI.9-12.L.ASW_3** - All students will analyze how parts of living things are adapted to carry out specific functions.
- **EGLAHSCE.SCI.9-12.L.OR.P.EB.III.2.h.4a** - Identify healthy exercise routines for humans.
- **EGLAHSCE.SCI.9-12.L.OR.P.EB.III.2.h.4a.1** - Pushing, lifting, carrying, throwing, walking, riding bicycle, swimming.
- **EGLAHSCE.SCI.9-12.L.OR.P.EB.III.2.h.4a.A** - Physical Education, health club, exercise videos.
- **EGLAHSCE.SCI.9-12.L.ASW_4** - All students will investigate and explain how characteristics of living things are passed on through generations.
- **EGLAHSCE.SCI.9-12.L.HE.P.EB.III.3.h.1a** - Match parent to offspring.
- **EGLAHSCE.SCI.9-12.L.HE.P.EB.III.3.h.1a.1** - Match immature offspring to mature adult (humans, dogs, cats).
- **EGLAHSCE.SCI.9-12.L.HE.P.EB.III.3.h.1a.A** - Family, pets. Traits, fur, scales, feet.
- **EGLAHSCE.SCI.9-12.L.ASW_5** - All students will explain why organisms within a species are different from one another.
- **EGLAHSCE.SCI.9-12..N/_4** - N/A
- **EGLAHSCE.SCI.9-12.L.ASW_6** - All students will explain how new traits can be established by changing or manipulating genes.
- **EGLAHSCE.SCI.9-12..N/_5** - N/A
- **EGLAHSCE.SCI.9-12.L.ASW_7** - All students will explain how scientists construct and scientifically test theories concerning the origin of life and evolution of species.
- **EGLAHSCE.SCI.9-12..N/_6** - N/A
- **EGLAHSCE.SCI.9-12.L.ASW_8** - All students will compare ways that living organisms are adapted (suited) to survive and reproduce in their environments and explain how species change through time.
- **EGLAHSCE.SCI.9-12..N/_7** - N/A
- **EGLAHSCE.SCI.9-12.L.ASW_9** - All students will explain how parts of an ecosystem are related and how they interact.
- **EGLAHSCE.SCI.9-12..N/_8** - N/A
- **EGLAHSCE.SCI.9-12.L.ASW_10** - All students will explain how energy is distributed to living things in an ecosystem.
- **EGLAHSCE.SCI.9-12..N/_9** - N/A
- **EGLAHSCE.SCI.9-12.L.ASW_11** - All students will investigate and explain how communities of living things change over a period of time.
- **EGLAHSCE.SCI.9-12..N/_10** - N/A
- **EGLAHSCE.SCI.9-12.L.ASW_12** - All students will describe how materials cycle through an ecosystem and get reused in the environment.
- **EGLAHSCE.SCI.9-12..N/_11** - N/A
- **EGLAHSCE.SCI.9-12.L.ASW_13** - All students will analyze how humans and the environment interact.
- **EGLAHSCE.SCI.9-12..N/_12** - N/A
- **EGLAHSCE.SCI.9-12.P** - Using Physical Science Knowledge
- **EGLAHSCE.SCI.9-12.P.ASW** - All students will measure and describe the things around us.
- **EGLAHSCE.SCI.9-12.P.ME.P.EB.IV.1.e.1ADDh** - Identify and describe attributes/properties of common objects.

- **EGLAHSCE.SCI.9-12.P.ME.P.EB.IV.1.e.1ADDh.1** - Texture rough, smooth. Flexibility rigid, stiff, firm, flexible, strong. Hardness. Smell pleasant, unpleasant. States of matter solid, liquid. Size larger, smaller; length, width, height. Sink, float. Color common color words. Shape circle, square, triangle, rectangle, oval. Weight heavy, light, heavier, lighter.
- **EGLAHSCE.SCI.9-12.P.ME.P.EB.IV.1.e.1ADDh.A** - Leisure activities, clothing choice, personal hygiene, carrying objects, environmental signs.
- **EGLAHSCE.SCI.9-12.P.ME.P.EB.IV.1.m.2ADDh** - Differentiate between common objects according to weight, length, or temperature.
- **EGLAHSCE.SCI.9-12.P.ME.P.EB.IV.1.m.2ADDh.1** - Useful properties waterproof, lightweight, temperature, lengths, size.
- **EGLAHSCE.SCI.9-12.P.ME.P.EB.IV.1.m.2ADDh.A** - Raincoat, rubber boots, flotation device, heading pad, cooking and food preparation (pan is hot), indicating texture/temperature preference.
- **EGLAHSCE.SCI.9-12.P.ASW_1** - All students will explain what the world around us is made of.
- **EGLAHSCE.SCI.9-12.P.ME.P.EB.IV.1.m.3ADDh** - Identify mixtures or components of mixtures.
- **EGLAHSCE.SCI.9-12.P.ME.P.EB.IV.1.m.3ADDh.1** - Solid, liquid, mixture.
- **EGLAHSCE.SCI.9-12.P.ME.P.EB.IV.1.m.3ADDh.A** - Powdered drink, chocolate mix and liquid, mixture (trail mix, salad), gelatin.
- **EGLAHSCE.SCI.9-12.P.ASW_2** - All students will identify and describe forms of energy.
- **EGLAHSCE.SCI.9-12..N/_21** - N/A
- **EGLAHSCE.SCI.9-12.P.ASW_3** - All students will explain how electricity and magnetism (see Motion of Objects) interact with matter.
- **EGLAHSCE.SCI.9-12.P.ME.P.EB.IV.1.m.5ADDh** - Identify and/or operate useful electrical circuits.
- **EGLAHSCE.SCI.9-12.P.ME.P.EB.IV.1.m.5ADDh.1** - Electric, non-electric, battery-operated, non-battery-operated switches.
- **EGLAHSCE.SCI.9-12.P.ME.P.EB.IV.1.m.5ADDh.A** - Tape recorder, battery-powered toys and gadgets, recordable switches, wheelchairs, communication.
- **EGLAHSCE.SCI.9-12.P.ASW_4** - All students will investigate, describe and analyze ways in which matter changes.
- **EGLAHSCE.SCI.9-12.P.CM.P.EB.IV.2.m.1ADDh** - Identify common changes in matter.
- **EGLAHSCE.SCI.9-12.P.CM.P.EB.IV.2.m.1ADDh.1** - Melting, frozen, cold, hot, warm, solid to liquid.
- **EGLAHSCE.SCI.9-12.P.CM.P.EB.IV.2.m.1ADDh.A** - Holding ice cube in hand (melting), ice cream, popsicle.
- **EGLAHSCE.SCI.9-12.P.ASW_5** - All students will explain how visible changes in matter are related to atoms and molecules.
- **EGLAHSCE.SCI.9-12..N/_22** - N/A
- **EGLAHSCE.SCI.9-12.P.ASW_6** - All students will explain how changes in matter are related to changes in energy and how living things and human technology change matter and transform energy.
- **EGLAHSCE.SCI.9-12..N/_23** - N/A
- **EGLAHSCE.SCI.9-12.P.ASW_7** - All students will describe how things around us move, explain why things move as they do, and demonstrate and explain how we control the motions of objects.
- **EGLAHSCE.SCI.9-12.P.MO.P.EB.IV.3.m.1ADDh** - Recognize direction and/or speed of objects in motion.

- **EGLAHSCE.SCI.9-12.P.MO.P.EB.IV.3.m.1ADDh.1** - Up and down, slide, fast/slow, push/pull; how items move; navigation; highest/lowest.
- **EGLAHSCE.SCI.9-12.P.MO.P.EB.IV.3.m.1ADDh.A** - Daily living activities (scooter board, wheelchair); leisure activities (rolling ball); mobility; physical therapy.
- **EGLAHSCE.SCI.9-12.P.MO.P.EB.IV.3.m.3ADDh** - Identify activities using magnetic and non-magnetic materials.
- **EGLAHSCE.SCI.9-12.P.MO.P.EB.IV.3.m.3ADDh.1** - Magnetic push/pull.
- **EGLAHSCE.SCI.9-12.P.MO.P.EB.IV.3.m.3ADDh.A** - Exploring during play; letter board, games.
- **EGLAHSCE.SCI.9-12.P.MO.P.EB.IV.3.m.5ADDh** - Identify simple machines in activities that change effort.
- **EGLAHSCE.SCI.9-12.P.MO.P.EB.IV.3.m.5ADDh.1** - Lifts, ramps, wheels, wedges (for position).
- **EGLAHSCE.SCI.9-12.P.MO.P.EB.IV.3.m.5ADDh.A** - Faucets, paper towel machine.
- **EGLAHSCE.SCI.9-12.P.ASW_8** - All students will relate motion to energy and energy conversions.
- **EGLAHSCE.SCI.9-12..N/_24** - N/A
- **EGLAHSCE.SCI.9-12.P.ASW_9** - All students will describe sounds and sound waves.
- **EGLAHSCE.SCI.9-12.P.WV.P.EB.IV.4.e.1ADDh** - Identify sources of sound.
- **EGLAHSCE.SCI.9-12.P.WV.P.EB.IV.4.e.1ADDh.1** - Vibration, loud/soft, high/low.
- **EGLAHSCE.SCI.9-12.P.WV.P.EB.IV.4.e.1ADDh.A** - Water running, fire siren, thunder, animals, communication.
- **EGLAHSCE.SCI.9-12.P.ASW_10** - All students will explain shadows, color, and other light phenomena.
- **EGLAHSCE.SCI.9-12.P.WV.P.EB.IV.4.m.4ADDh** - Identify examples of reflections.
- **EGLAHSCE.SCI.9-12.P.WV.P.EB.IV.4.m.4ADDh.1** - Mirrors.
- **EGLAHSCE.SCI.9-12.P.WV.P.EB.IV.4.m.4ADDh.A** - Exploring with mirrors; useful/harmful reflections protection from sun and sunburns; hygiene (self care, dressing, checking appearance).
- **EGLAHSCE.SCI.9-12.P.ASW_11** - All students will measure and describe vibrations and waves.
- **EGLAHSCE.SCI.9-12..N/_25** - N/A
- **EGLAHSCE.SCI.9-12.P.ASW_12** - All students will explain how waves and vibrations transfer energy.
- **EGLAHSCE.SCI.9-12..N/_26** - N/A
- **EGLAHSCE.SCI.9-12.E** - Using Earth Science Knowledge
- **EGLAHSCE.SCI.9-12.E.ASW** - All students will describe the earth's surface.
- **EGLAHSCE.SCI.9-12.E.GE.P.EB.V.1.m.1ADDh** - Identify major features of the earth's surface.
- **EGLAHSCE.SCI.9-12.E.GE.P.EB.V.1.m.1ADDh.1** - Land, water.
- **EGLAHSCE.SCI.9-12.E.GE.P.EB.V.1.m.1ADDh.A** - Relating experiences or requesting personal preferences regarding leisure activities; safety.
- **EGLAHSCE.SCI.9-12.E.GE.P.EB.V.1.e.2ADDh** - Identify types of earth materials.
- **EGLAHSCE.SCI.9-12.E.GE.P.EB.V.1.e.2ADDh.1** - Rocks, soil, sand.
- **EGLAHSCE.SCI.9-12.E.GE.P.EB.V.1.e.2ADDh.A** - Awareness of environment; yard chores.
- **EGLAHSCE.SCI.9-12.E.ASW_1** - All students will describe and explain how the earth's features change over time.
- **EGLAHSCE.SCI.9-12..N/** - N/A
- **EGLAHSCE.SCI.9-12.E.ASW_2** - All students will analyze effects of technology on the earth's surface and resources.

- **EGLAHSCE.SCI.9-12.E.GE.P.EB.V.1.e.6ADDh** - Identify and/or demonstrate everyday routines related to the conservation of natural resources.
- **EGLAHSCE.SCI.9-12.E.GE.P.EB.V.1.e.6ADDh.1** - Materials that can be conserved (power, water, fuel) or recycled (paper, plastic, metal, glass).
- **EGLAHSCE.SCI.9-12.E.GE.P.EB.V.1.e.6ADDh.A** - Being involved in conservation (such as turning off lights, watering grass less, carpooling) and recycling (such as recycling soda pop cans) activities at home, in school, and in the community; handling recycling materials appropriately and safely.
- **EGLAHSCE.SCI.9-12.E.ASW_3** - All students will describe the characteristics of water and demonstrate where water is found on earth.
- **EGLAHSCE.SCI.9-12.E.HY.P.EB.V.2.m.1ADDh** - Identify sources of water for functional tasks in the home, school, and community.
- **EGLAHSCE.SCI.9-12.E.HY.P.EB.V.2.m.1ADDh.1** - Sink, drinking fountain.
- **EGLAHSCE.SCI.9-12.E.HY.P.EB.V.2.m.1ADDh.A** - Daily living and vocational activities; washing machine.
- **EGLAHSCE.SCI.9-12.E.ASW_4** - All students will describe how water moves.
- **EGLAHSCE.SCI.9-12..N/_37** - N/A
- **EGLAHSCE.SCI.9-12.E.ASW_5** - All students will analyze the interaction of human activities with the hydrosphere.
- **EGLAHSCE.SCI.9-12.E.HY.P.EB.V.2.h.2a** - Identify clean vs. unclean water.
- **EGLAHSCE.SCI.9-12.E.HY.P.EB.V.2.h.2a.1** - Clean drinking fountains, faucets, bottled water, water coolers. Unclean puddles, pet dishes, pools.
- **EGLAHSCE.SCI.9-12.E.HY.P.EB.V.2.h.2a.A** - Making safe choices at home, in school, and in the community.
- **EGLAHSCE.SCI.9-12.E.ASW_6** - All students will investigate and describe what makes up weather and how it changes from day to day, from season to season and over long periods of time.
- **EGLAHSCE.SCI.9-12.E.AW.P.EB.V.3.e.1ADDh** - Identify appropriate clothing and/or activities related to particular weather conditions.
- **EGLAHSCE.SCI.9-12.E.AW.P.EB.V.3.e.1ADDh.1** - Cold, hot, warm, sunny, cloudy, rain, snow.
- **EGLAHSCE.SCI.9-12.E.AW.P.EB.V.3.e.1ADDh.A** - Awareness of world around them; appropriate clothing for daily activities.
- **EGLAHSCE.SCI.9-12.E.ASW_7** - All students will explain what causes different kinds of weather.
- **EGLAHSCE.SCI.9-12..N/_38** - N/A
- **EGLAHSCE.SCI.9-12.E.ASW_8** - All students will analyze the relationships between human activities and the atmosphere.
- **EGLAHSCE.SCI.9-12.E.AW.P.EB.V.3.e.3ADDh** - Identify and/or engage appropriately in safety procedures related to weather conditions.
- **EGLAHSCE.SCI.9-12.E.AW.P.EB.V.3.e.3ADDh.1** - Severe weather conditions (thunderstorm, cold, ice blizzard), slippery sidewalks, safe locations, severe weather drills.
- **EGLAHSCE.SCI.9-12.E.AW.P.EB.V.3.e.3ADDh.A** - Daily living activities; reacting to changing routines due to severe weather.
- **EGLAHSCE.SCI.9-12.E.ASW_9** - All students will compare and contrast our planet and sun to other planets and star systems.

- **EGLAHSCE.SCI.9-12.E.SS.P.EB.V.4.h.1a** - Identify effects of the sun.
- **EGLAHSCE.SCI.9-12.E.SS.P.EB.V.4.h.1a.1** - Heat, light.
- **EGLAHSCE.SCI.9-12.E.SS.P.EB.V.4.h.1a.A** - Awareness of daily routines related to day/night; sunburn.
- **EGLAHSCE.SCI.9-12.E.ASW_10** - All students will describe and explain how objects in the solar system move.
- **EGLAHSCE.SCI.9-12..N/_39** - N/A
- **EGLAHSCE.SCI.9-12.E.ASW_11** - All students will explain scientific theories as to the origin of the solar system.
- **EGLAHSCE.SCI.9-12..N/_40** - N/A
- **EGLAHSCE.SCI.9-12.E.ASW_12** - All students will explain how we learn about the universe.
- **EGLAHSCE.SCI.9-12..N/_41** - N/A